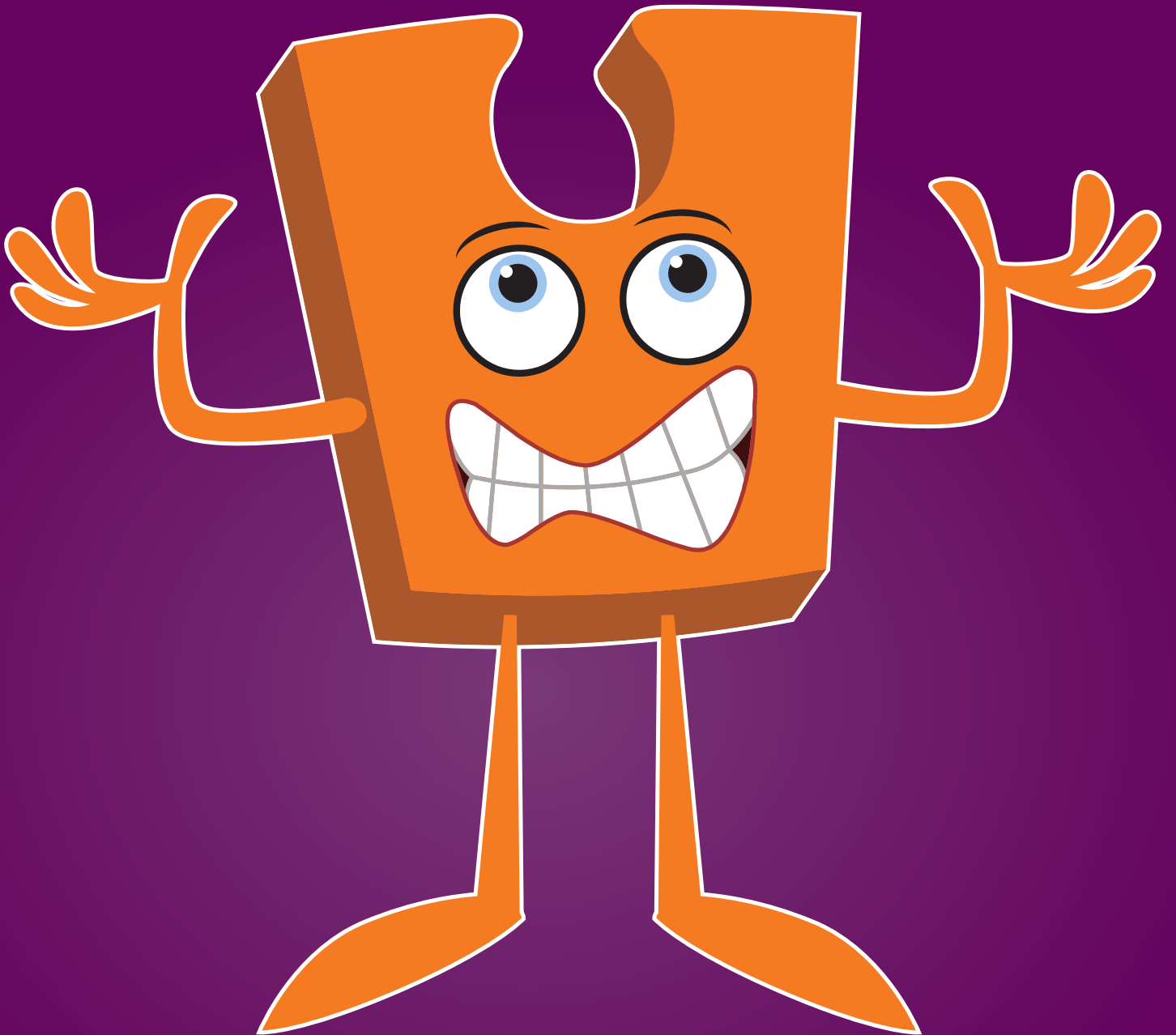


Jigsaw!

The mindful approach to PSHE



Celebrating Difference - Ages 5-6

www.jigsawpshe.com

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Celebrating Difference

Puzzle Map - Ages 5-6



Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display
(Puzzle Outcome: Gingerbread People from Pieces 1-6)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Accept that everyone is different	1. The same as...	I can identify similarities between people in my class	I can tell you some ways in which I am the same as my friends	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Spot the similarities pictures, Set of picture cards e.g. Snap, Happy Families. Cardboard cut-out gingerbread person, T-shirt templates for gingerbread person, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Include others when working and playing	2. Different from...	I can identify differences between people in my class	I can tell you some ways I am different from my friends	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Yes and no labels, Spot the difference pictures, Set of pair cards, Shorts templates for gingerbread people (could be trouser templates as an alternative), Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to help if someone is being bullied	3. What is 'bullying'?	I can tell you what bullying is	I understand how being bullied might feel	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Bully pictures, Bullying pictures, Hat templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Try to solve problems	4. What do I do about bullying?	I know some people who I could talk to if I was feeling unhappy or being bullied	I can be kind to children who are bullied	Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'Playground Blues', Jigsaw Jack, Shoes template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Use kind words	5. Making new friends	I know how to make new friends	I know how it feels to make a new friend	Jigsaw Chime, 'Calm Me' script, Soft/sponge football, Jigsaw song: 'There's a Place', Jigsaw story, Friendship tokens, Friendship token template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to give and receive compliments	6. Celebrating difference; celebrating me Assessment Opportunity ★	I can tell you some ways I am different from my friends	I understand these differences make us all special and unique	Jigsaw Chime, 'Calm Me' script, Jigsaw song: 'There's a Place', Jigsaw Jack, Celebrating Me label template (one per child), Gingerbread people, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.

Subject Leader's Preparation to Lead the Celebrating Difference Puzzle

- 1) Agree with staff in advance the End of Puzzle Outcome(s) you are planning for this Puzzle from:
 - Hall of Fame Whole School Display
 - Individual class displays of pupil work (Class teacher or children to design)
 - Whole school sharing assembly between different year groups
 - Celebration assembly with parents/carers - class or whole school as appropriate
- 2) Brief staff (if needed) using training materials from the Jigsaw Community website. There is a Puzzle PowerPoint that can be shared with staff which outlines the main 'themes' for Celebrating Difference.
- 3) Discuss Jigsaw song with school's music lead to include within any singing/music sessions as appropriate.
- 4) Decide who is going to lead the Puzzle Launch Assembly and ensure they have the appropriate resources.
- 5) Coordinate the Weekly Celebration Scrolls.
- 6) Identify and signpost any of the Jigsaw A-Z articles (available on the website) that may be useful for staff during this Puzzle, e.g. British Values in Jigsaw PSHE, LGBT+, Same-sex relationships and homophobia, Jigsaw and the challenge of radicalisation and extremism, Jigsaw and the latest OFSTED guidance on safeguarding, International Primary Programme and Jigsaw, Global Learning Programme and Jigsaw, Equality Act and Jigsaw, Jigsaw and the UN Convention of the Rights of the Child, The Prevent Agenda and Jigsaw
- 7) Ask staff if they have any questions about any aspects of the Puzzle Pieces (lessons) and offer support as necessary. Signpost staff to the Preparation Sheet for teachers so they can prepare resources and consider any further teaching/timetabling considerations when planning in advance of the Puzzle (unit).

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



Puzzle Assembly/Collective Worship: Celebrating Difference

Title: Celebrating Difference - Song: There's a Place

Resources: Slide show of different children (slides 2-13). Two members of staff (prepped in advance) who look similar perhaps wearing similar colour clothes, have the same colour hair etc. Fact cards. Jigsaw song: There's a Place (slide 1), backing track or played on piano/or played with children singing from the MP3 file.


Stimulus (focus for reflection): PowerPoint pictures of different children (slides 2-13). PowerPoint slides of animals (slides 14-23)

Calm me: Start the assembly by asking the children listen to the Jigsaw Chime until they can no longer hear any sound. Invite the children to breathe in slowly on a count of 4 through their noses and out through their mouths to a count of 6. Can they feel their lungs filling and emptying? Repeat these breaths on 3 more occasions and then carry on breathing gently. In this quiet moment, invite the children to think about something that they share with some of the children in the pictures they have just seen, and something that makes them different. Do they look similar/different? Are their ages similar/different? Are they from a similar /different community? Ask them to keep these ideas in their heads. Sound the Jigsaw Chime again and as the sound fades ask the children to bring their attention back to the room.

Help me think about: Invite the children to share some of their ideas. What do they think the Jigsaw Puzzle is about this term?

Puzzle Assembly Plan: Ask 2 pre-prepped the adults to come up to the front - preferably same gender, similar hair colour, etc. and tell everyone that these adults are exactly the same as each other and say why, same colour clothes, same height, both female/male, etc. They are exactly the same. One of the adults to role play alongside the lead practitioner and point out that while there may be some similarities actually they are quite different. Give some examples about favourite foods/colours/hobbies, etc. Lead practitioner to reflect that perhaps it would be very boring if everyone was the same and actually the world is much more fun and interesting because everyone is different. Ask the pupils to look at their fingertips and look carefully at the lines on them. Tell them that there is no one else in the WORLD that has the same lines on their fingertips as you. That makes you unique. (Check for understanding of the term unique.) Show each animal slide as some volunteers come up and read out the unique facts about some animals on our planet, something that makes them completely different from every other type of animal. Use some/all of the following facts: Sharks lay the largest eggs in the world. Bees have five eyes. No two zebras have the same markings. Crocodiles can't stick their tongues out. Dolphins sleep with one eye closed. Slugs have four noses. A snail can sleep for 3 years. Honeybees have hair on their eyes. A hippo can run faster than a man. Tigers have striped skin not just striped fur. Isn't it brilliant that we are all different?

Show PowerPoint slide 24: lyrics of There's a Place and using the backing track, sing this song together.

Help me reflect: Slide 25  In this quiet and peaceful moment, invite everyone to reflect on how they and others are completely unique and how special that is. Then give everyone a minute or two to reflect on how they are each unique or what it is about a friend that makes them unique.

(You could use Jigsaw Jerrie Cat and make this a Pause Point, reinforcing Pause Points in Jigsaw lessons and raising Jigsaw Jerrie Cat's paws to indicate this Pause Point).

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 the Jigsaw Song for Celebrating Difference: There's a Place.

Celebrating Difference Assembly (PowerPoint Slides)

Slide 1

There's a Place
(Celebrating Differences)

VERSE:
Have you ever felt out of place?
Someone said something hurtful to your face?
How would you feel if that someone was you?
Before we judge someone, just take a second,
It doesn't matter if you're:

CHORUS:
Black, mixed or white,
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

VERSE RAP:
How can we make the world a better place?
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.
Black, mixed or white,
Your hair colour, your height
This don't matter to me,

There's a place in this world for
Your religion and race,
Never feel out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

Let me tell you a little something that you should know,
People out there, scared to smile, let their face show.
I - N - D - I - V - I - D - U - A - L.
That's I - N - D - I - V - I - D - U - A - L.
Let's make the world a better place,
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.
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Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

Slide 2



Slide 3



Slide 4



Slide 5



Slide 6



Celebrating Difference
Assembly (PowerPoint Slides)

Slide 7



Slide 8



Slide 9



Slide 10



Slide 11



Slide 12



Celebrating Difference
Assembly (PowerPoint Slides)

Slide 13



Slide 14



Slide 15



Slide 16



Slide 17



Slide 18



Celebrating Difference Assembly (PowerPoint Slides)

Slide 19



Slide 20



Slide 21



Slide 22



Slide 23



Slide 24

There's a Place
(Celebrating Difference)

VERSE:
Have you ever felt out of place?
Someone said something hurtful to your face?
How would you feel if that someone was you?
Before we judge someone, just take a second.
It doesn't matter if you're...

CHORUS:
Black, mixed or white,
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feet out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

VERSE RAP:
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Your hair colour, your height
This don't matter to me,
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Your religion and race,
Never feet out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

Celebrating Difference
Assembly (PowerPoint Slides)

Slide 25





14

Sharks lay the largest eggs in the world.

15

Bees have five eyes.

16

No two zebras have the same markings.

17

Crocodiles can't stick their tongues out.

18

Dolphins sleep with one eye closed.

19

Slugs have four noses.

20

A snail can sleep for 3 years.

21

Honeybees have hair on their eyes.

22

A hippo can run faster than a man.

23

Tigers have striped skin not just striped fur.

Isn't it brilliant that we are all different?



There's a Place (Celebrating Difference)

VERSE:

**Have you ever felt out of place?
Someone said something hurtful to your face?
How would you feel if that someone was you?
Before we judge someone, just take a second.
It doesn't matter if you're:**

CHORUS:

**Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place,
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.**

VERSE RAP:

**How can we make the world a better place?
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.**



There's a Place **(Celebrating Difference)**

**Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place,
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.**

**Let me tell you a little something that you should know,
People out there, scared to smile, let their face show.**

**I - N - D - I - V - I - D - U - A - L,
That's I - N - D - I - V - I - D - U - A - L.**

**Let's make the world a better place,
Swap the hate, hate, hate and liberate.**

**We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.**

**Let's make the world a better place,
Swap the hate, hate, hate and liberate.**

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This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place,
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.**

There's a Place (Celebrating Difference)

1 2 3 4

A Bm F#m D

5 6 7 8

Have you ev - er felt out of place? Some - one said some - thing

9 10 11 12

hurt - ful to your face? How would you feel if that some - one

13 14 15 16

was you? Be - fore you judge some - one, just take a

17 18 19 20

sec - ond. It doe - sn't mat - ter if you're black, mixed or white, your hair col -

19

- our, your height. This don't mat-ter to me, ther'es a place in this world for your rel -

22

ig - ion and race, ne - ver feel out of place, whe - ther you're

24

young or you're old, there's a place in this world for you.

27

And there's a place in this world for me.

31

How can we

34

make the world a bet - ter place? Swap the hate, hate, hate and lib - er - ate. We can

36

all make the choice so let's raise our voice, it

37

starts with you let's sing and re-joice! Black, mixed or white, your hair col -

39

- our, your height. This don't mat - ter to me, there's a place in this world for your rel -

42

ig - ion and race, ne - ver feel out of place, whe - ther you're

44

young or you're old, there's a place in this world for you.

47

And there's a place in this world for me.

51

Let me

54

tell you a little some - thing that you should know, people out

55

there scared to smile let their faces show. I N D I V I D U A L, that's

58

I N D I V I D U A L. Let's make the world a bet - ter place? Swap the

61

hate, hate, hate and lib - er-ate. We can all make the choice so let's raise our voice, it

63

starts with you let's sing and re-joice! Let's make the world a bet - ter place? Swap the

65

hate, hate, hate and lib - er-ate. We can all make the choice so let's raise our voice, it

67

starts with you let's sing and re-joice! Black, mixed or white, your hair col -

69

- our, your height. This don't mat-ter to me, ther'es a place in this world for your rel -

72

ig - ion and race, ne - ver feel out of place, whe - ther you're

74

young or you're old, there's a place in this world for you.

77

And there's a place in this world for me.

81

Puzzle 2

Weekly Celebration 1

This week we are celebrating people who:
Accept that everyone is different



Puzzle 2

Weekly Celebration 2

This week we are celebrating people who:
Include others when working and playing



Puzzle 2

Weekly Celebration 3

This week we are celebrating people who:
Know how to help if someone is being bullied



Puzzle 2

Weekly Celebration 4

This week we are celebrating people who:
Try to solve problems



Puzzle 2

Weekly Celebration 5

This week we are celebrating people who:
Use kind words



Puzzle 2

Weekly Celebration 6

This week we are celebrating people who:
Know how to give and receive compliments



Class Teacher's Preparation to Lead the **Celebrating Difference** 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 their Jigsaw 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.

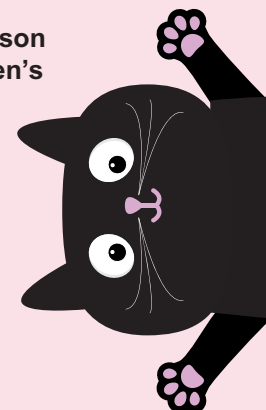
Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: A set of picture cards such as Snap, Happy Families, Pairs
Laminated Jigsaw Charter
- Piece 2: Prepare two labels (Yes and No)
A set of picture cards such as Snap, Happy Families, Pairs
- Piece 3: (All resources within Jigsaw)
- Piece 4: (All resources within Jigsaw)
- Piece 5: Soft sponge ball
Flip chart created in Piece (lesson 3)
- Piece 6: (All resources within Jigsaw)

Additional planning considerations

- Piece 1: Ensure enough 'My Jigsaw Learning' sheets have been **printed** (each child will need one) if being used. **Print/copy** a Gingerbread person template for each child (preferably onto card). **Print/copy** t-shirt templates, one per child.
- Piece 2: **Copy/print** enough 'My Jigsaw Learning' sheets, one per pupil if being used. **Print /copy** shorts template, one per child.
- Piece 3: **Copy/print** enough 'My Jigsaw Learning sheets' if being used. **Copy/print** enough hat templates, one per child.
- Piece 4: **Print /copy**, enough 'My Jigsaw Learning' templates one per child if being used. **Print/copy** enough shoe templates, one set per child.
- Piece 5: **Copy/print** enough 'My Jigsaw Learning sheets' if being used. **Print/copy** enough friendship tokens, one per child plus a few extras for you to use when modelling the activity.
- Piece 6: **Copy/print** enough 'My Jigsaw Learning' sheets if being used. **Copy/print** enough Celebrating me labels, one per child. **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. They may wish to also organise this lesson so that the Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.





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 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@janleverage.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
Puzzle 1 Being Me in My World		<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>	
Puzzle 2 Celebrating Difference		<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>	
Puzzle 3 Dreams & Goals		<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>	
Puzzle 4 Healthy Me		<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 of when 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
Puzzle 5 Relationships		<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>	
Puzzle 6 Changing Me		<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
Student responses may be limited to:	Student responses may demonstrate:	In addition to Working At, student responses may also demonstrate:
Description Naïve definitions or unsophisticated explanations Basic recall of lesson facts Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson) Asking basic questions – may demonstrate the student has not understood the content Inability to make comparisons (or makes simple comparisons) of lesson content to other examples Demonstrating a limited internalisation of the concepts: A lack of personal resonance/ application with the lesson content Demonstrating a low level of cognitive challenge Poor acquisition of new knowledge Evidence of weak understanding A fixed stance: (unable/unwilling to change position) Basic vocabulary Weak development in skills Unconfident responses	A higher level of cognitive demand Application and comparison of the lesson content to other situations or scenarios Mental processing of information beyond simple recall Some decision making Evidence of problem solving Explanation of concepts with some reasoning The ability to categorise/ group, connect and identify patterns A degree of organisation in thought processes Inference and interpretation The ability to predict The ability to summarise a range of ideas succinctly A degree of personal resonance with the lesson content: can apply it to their lives and provide examples of this An increase in knowledge An increase in understanding A change of a feeling based on new learning A richer vocabulary An increase in a skill An increase in confidence	Abstract ideas Complex description Thinking and expression that involves solving complex problems Complex cognitive challenge The ability to discuss alternative outcomes or routes Justification of answers The use of evidence to support their thinking drawn from the lesson and beyond The ability to appraise or assess a situation : evaluation The ability to hypothesise An investigative approach: asks complex questions Creative solutions Deeper personal resonance: can apply the lesson content to their personal situation and discuss this in greater detail A reflective approach

Teacher Feedback to Pupils

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

For example:

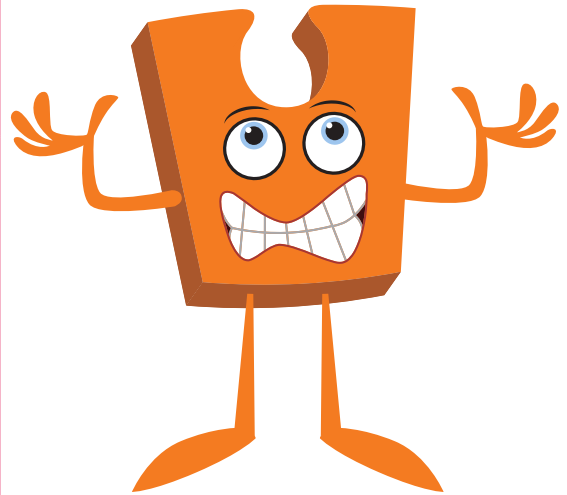
You participated actively in this lesson.

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

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

Puzzle 2: Celebrating Difference - Ages 5-6 - Piece 1

The Same As...	
<p>Puzzle 2 Outcome Hall of Fame Gingerbread people</p>	<p>Please teach me to... identify similarities between people in my class tell you some ways in which I am the same as my friends</p>
<p>Resources Laminated Jigsaw Charter Jigsaw Chime 'Calm Me' script Spot the similarities pictures Set of picture cards e.g. Snap, Happy Families Jigsaw Jack Jigsaw Jerrie Cat Cardboard cut-out gingerbread person T-shirt templates for gingerbread person Jigsaw Journals My Jigsaw Learning</p>	<p>Vocabulary Similarity/similar Same as</p>
<p>Teaching and Learning Notes Prior to this Piece, you will need to have prepared a gingerbread person for each child. These will be introduced to the children in Piece 1 then stuck side by side, hands touching, along the corridor/around the walls of the school hall. Each Piece will see the children adding an item of clothing to their own gingerbread person, culminating in the celebration in Piece 6. Alternatively, the gingerbread people could be free-standing cardboard cut outs, all holding hands, to form a 3D display. Please refresh your understanding of the Jigsaw Approach.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter on display.</p> <p>Connect us Play 'Switch.' The aim of this game is for children to gain awareness of the similarities and differences between them, particularly the similarities. Therefore, throughout the game the teacher needs to keep drawing children's attention to the others who 'switched' at the same time as them, thereby helping children get to know with whom they have things in common (e.g. "Did you notice who also switched when I asked who has a pet gerbil?"). Play the game: Sitting in a circle the teacher explains to children that when they call out a statement that applies to them, they need to 'switch' places with someone else to whom it also applies. The teacher may call out, "Switch places if you like jelly babies". All the children who like jelly babies switch places and notice who else likes jelly babies. Continue the game with a range of statements such as: Switch places if you like football, switch places if you like computer games, switch places if you have long hair, etc. (Teacher to make sure ALL children have opportunities to switch.)</p>	<p>Ask me this...</p> <p>Who is similar to you? How does it feel to have similarities with people in your class?</p>



Calm me

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

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

(Invite one of the children to fetch the Jigsaw Chime to indicate that Calm Me Time is about to start. Jigsaw Jack and Jigsaw Jerrie Cat may like to join the class for Calm Me as well)


Open my mind

Slide 1: Spot the similarities on two pictures. This is like spot the difference, but here the focus is on what is the same. Ask the children to identify the similarities and reinforce the language: "The same as..." and "Similar to..."

Tell me or show me

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

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

Pause Point: Slide 2:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, take some gentle deep breaths and look inside to identify what they are feeling right now. They do not need to share this.

Let me learn

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

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

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

Help me reflect

Slide 3: Share the learning intentions of the lesson with the children. Ask them to show if they are a thumbs-up, neutral or thumbs-down for the purple and green statements. Show My Jigsaw Learning sheet for this lesson (piece) and, if necessary, model how to complete it using the PowerPoint slide. Ask the children to complete their own and stick it into their Jigsaw Journal. The teacher may wish to exemplify the statements to further children's understanding.

Does your mind feel calm and ready to learn?

What similarities can you see?
What is the same in each picture?

How am I the same as my friend?



Celebrating Difference

Calm Me Script - Ages 5-6 - Piece 1

I invite you to sit comfortably in your chair with your back nice and straight and your feet flat on the floor, if you can reach. Feel your spine stretching tall.

Put your hands gently in your laps and close your eyes.

When I sound the Jigsaw Chime I invite you to listen to the sound until it has gone. Help your mind to keep listening.

(Sound the Chime)

Now place your hands on your tummy and take nice deep breaths, in.....and out.....

Feel your tummy move out and in when you breathe.

Breathe in through your nose.....feel your tummy getting bigger

Breathe out through your mouth as your tummy gets smaller again

(Do this a few times, aware that children's breathing will be quicker than adults')

Enjoy taking a few more deep breaths

I breathe in and feel calm

I breathe out and feel peaceful

When I sound the Chime again this time I invite you to listen until the sound has all gone and then gently open your eyes and bring your attention back into the room

Everyone give each other a big peaceful smile

Do you feel calm and ready to learn now?

Remind the children that, during the day, when you sound the Chime, or if Jigsaw Jerrie Cat raises his paws, this is the sign for stopping, breathing and becoming calm

Note for the teacher

The Jigsaw Chime is used to help children let go of whatever they are currently doing or thinking and bring their attention to the sound of the Chime.

The aim of Calm Me is to grow awareness that they have things called thoughts and feelings and that when they can spot these as they happen they can also learn to control them, to direct their minds to focus on what they choose to focus on, rather than their minds controlling them without them knowing.

This is mindfulness: the ability to be aware of your thoughts and feelings in the present moment and focus them how and where you choose.

This needs practice so feel free to sound the Chime for Calm Me at times other than in Jigsaw lessons (the Chime is NOT a behaviour management tool so please keep it just for Calm Me times)

Jigsaw Jerrie Cat is another tool for helping children learn to 'pause' and turn inwards to identify thoughts and feelings, this being the first step towards being able to regulate and direct them.

Raise Jigsaw Jerrie Cat's paws to indicate a Pause Point, as shown in the lesson plans.



Celebrating Difference

Spot the Similarity PowerPoint Slide 1 - Ages 5-6 - Piece 1

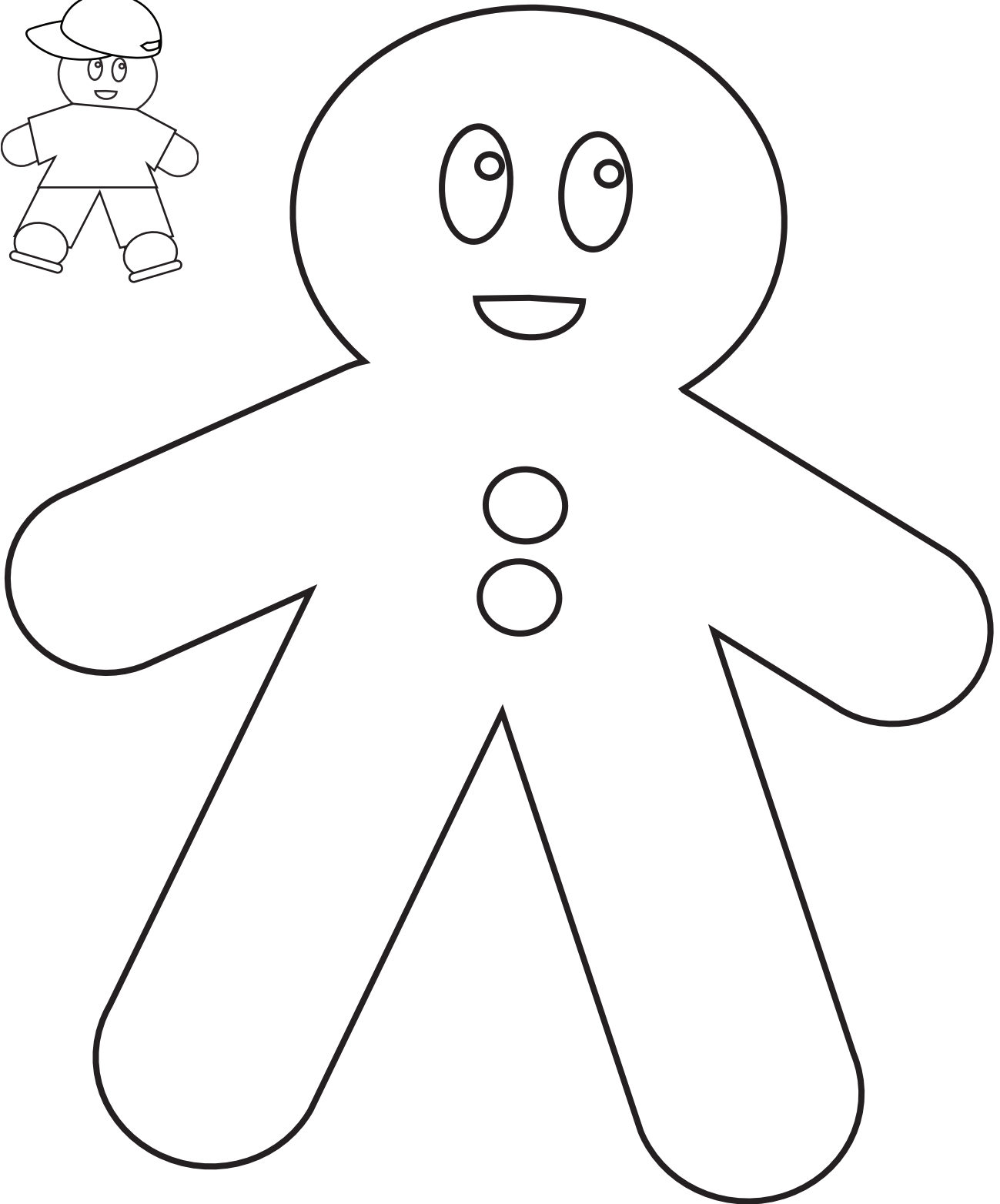
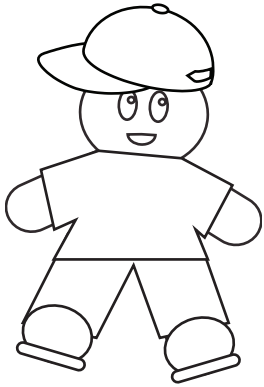




Celebrating Difference
Jerrie Cat PowerPoint Slide 2 - Ages 5-6 - Piece 1

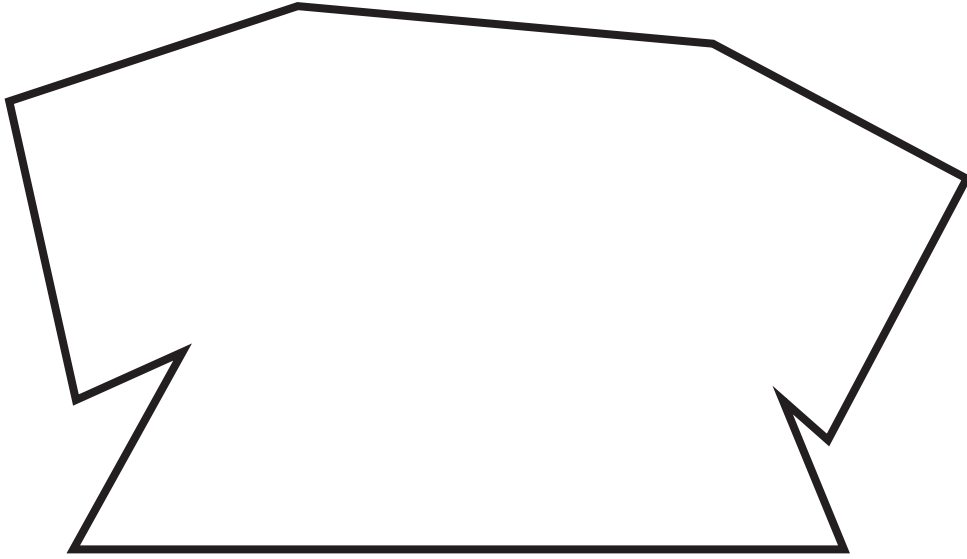


Celebrating Difference
Gingerbread Template - Ages 5-6 - Piece 1



Celebrating Difference

Gingerbread T-shirt Template - Ages 5-6 - Piece 1



Celebrating Difference

PowerPoint Slide 3: My Jigsaw Learning - Ages 5-6 - Piece 1



My Jigsaw Learning

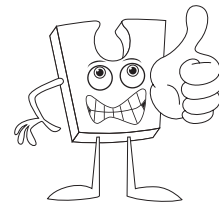
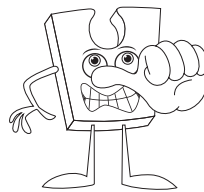
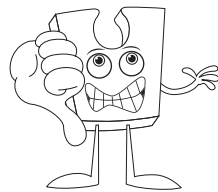
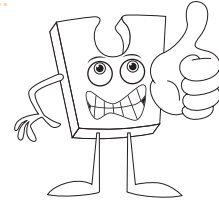
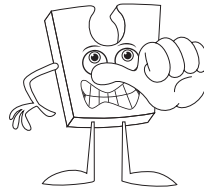
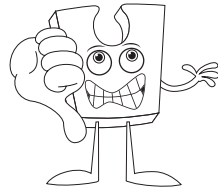
Celebrating Difference - Piece 1

Ages 5-6

Name

I can identify similarities between people in my class

I can tell you some ways in which I am the same as my friends



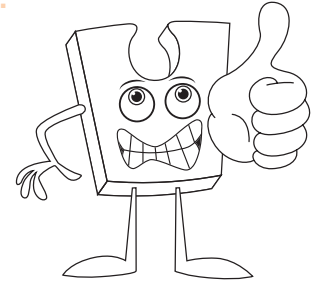
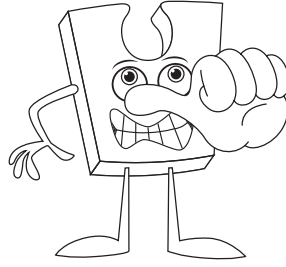
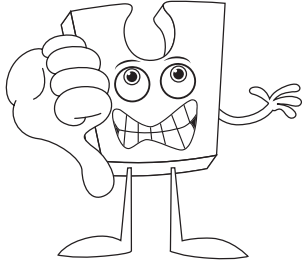
My Jigsaw Learning

Celebrating Difference - Piece 1

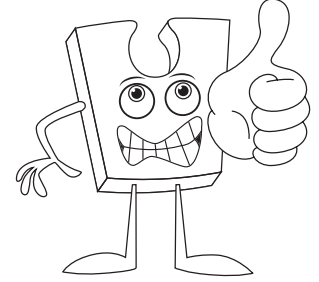
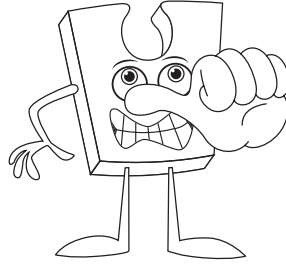
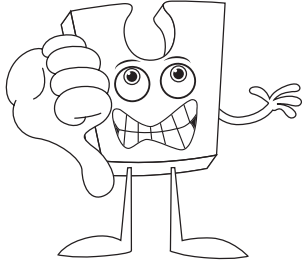
Ages 5-6

Name

I can identify similarities between people in my class



I can tell you some ways in which I am the same as my friends



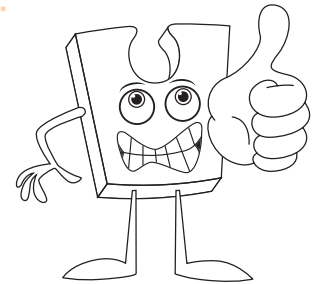
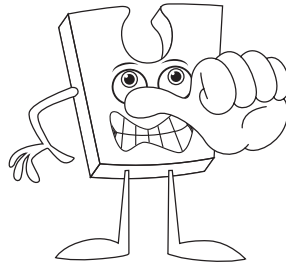
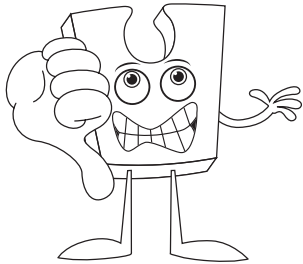
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Celebrating Difference - Piece 1

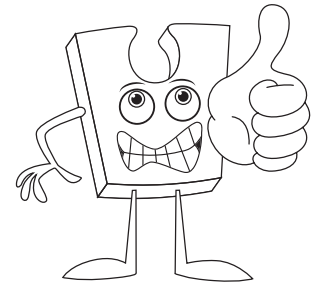
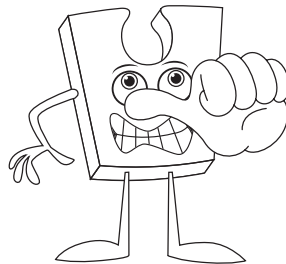
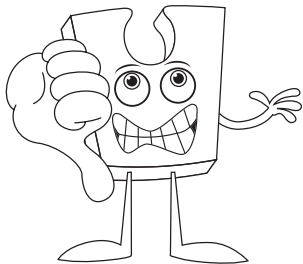
Ages 5-6

Name

I can identify similarities between people in my class



I can tell you some ways in which I am the same as my friends



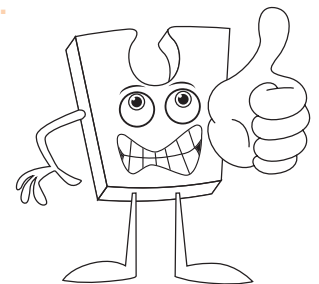
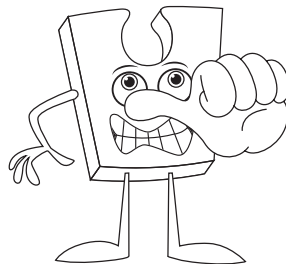
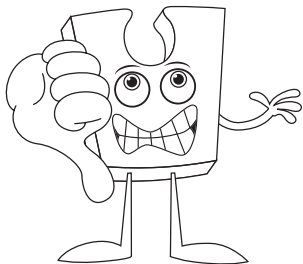
My Jigsaw Learning

Celebrating Difference - Piece 1

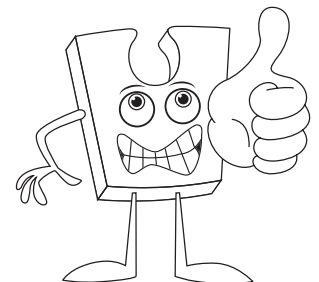
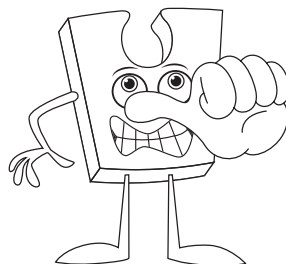
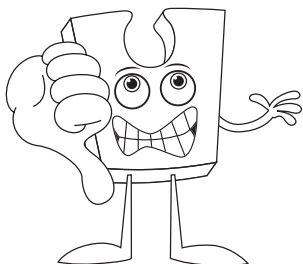
Ages 5-6

Name

I can identify similarities between people in my class

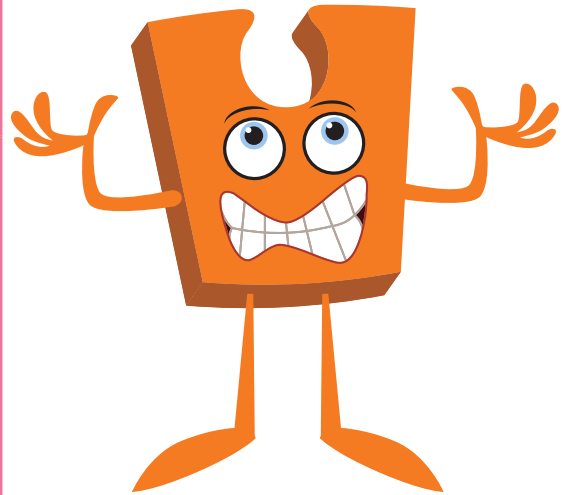


I can tell you some ways in which I am the same as my friends



Puzzle 2: Celebrating Difference - Ages 5-6 - Piece 2

Different From...	
<p>Puzzle 2 Outcome Hall of Fame Gingerbread people</p>	<p>Please teach me to... identify differences between people in my class tell you some ways I am different from my friends</p>
<p>Resources Laminated Jigsaw Charter Jigsaw Chime 'Calm Me' script Yes and no labels Spot the difference pictures Set of pair cards Jigsaw Jack Jigsaw Jerrie Cat Shorts templates for gingerbread people Jigsaw Journals My Jigsaw Learning</p>	<p>Vocabulary Different from Difference Similarity</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us The corner game. In one corner of the classroom, place a label with the word 'yes' written on it and in another corner place a label with the word 'no' written on it. Then say a statement such as 'I like pizza'. Invite the children to go and stand in the 'yes' corner if that applies to them or the 'no' corner if it doesn't apply to them. The teacher then emphasises the differences: "Melissa is different from John because she likes pizza but John doesn't". The teacher then says other statements such as: "My favourite colour is green" "I love football" "I love cooking" Again, the teacher emphasises the differences, and emphasises the language of difference.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Slide 1: Spot the differences on two pictures. Ask the children to identify the differences and reinforce the language: "Different from..." and "Differences".</p>	<p>Ask me this...</p> <p>What differences are there between you and your friends?</p> <p>Does your mind feel calm and ready to learn?</p> <p>What differences are there?</p>



Tell me or show me

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

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


Emphasise that being different is fine and makes us unique.

Let me learn

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

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

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

Pause Point: Slide 2:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, take some gentle deep breaths and look inside to identify what they are feeling right now. We are trying to build awareness.

Help me reflect

Slide 3: Share the learning intentions of the lesson with the children. Ask them to show if they are a thumbs-up, neutral or thumbs-down for the purple and green statement. Show My Jigsaw Learning sheet for this lesson (piece) and, if necessary, model how to complete it using the PowerPoint slide. Ask the children to complete their own and stick it into their Jigsaw Journal. The teacher may wish to exemplify the statements to further children's understanding.

How are you different from your friend?

Notes

Celebrating Difference

Calm Me Script - Ages 5-6 - Piece 2

I invite you to sit comfortably in your chair with your back nice and straight and your feet flat on the floor, if you can reach. Feel your spine stretching tall.

Put your hands gently in your laps and close your eyes.

When I sound the Jigsaw Chime I invite you to listen to the sound until it has gone. Help your mind to keep listening.

(Sound the Chime)

Now place your hands on your tummy and take nice deep breaths, in.....and out.....

Feel your tummy move out and in when you breathe.

Breathe in through your nose.....feel your tummy getting bigger

Breathe out through your mouth as your tummy gets smaller again

(Do this a few times, aware that children's breathing will be quicker than adults')

Enjoy taking a few more deep breaths

I breathe in and feel calm

I breathe out and feel peaceful

When I sound the Chime again this time I invite you to listen until the sound has all gone and then gently open your eyes and bring your attention back into the room

Everyone give each other a big peaceful smile

Do you feel calm and ready to learn now?

Remind the children that, during the day, when you sound the Chime, or if Jigsaw Jerrie Cat raises his paws, this is the sign for stopping, breathing and becoming calm

Note for the teacher

The Jigsaw Chime is used to help children let go of whatever they are currently doing or thinking and bring their attention to the sound of the Chime.

The aim of Calm Me is to grow awareness that they have things called thoughts and feelings and that when they can spot these as they happen they can also learn to control them, to direct their minds to focus on what they choose to focus on, rather than their minds controlling them without them knowing.

This is mindfulness: the ability to be aware of your thoughts and feelings in the present moment and focus them how and where you choose.

This needs practice so feel free to sound the Chime for Calm Me at times other than in Jigsaw lessons (the Chime is NOT a behaviour management tool so please keep it just for Calm Me times)

Jigsaw Jerrie Cat is another tool for helping children learn to 'pause' and turn inwards to identify thoughts and feelings, this being the first step towards being able to regulate and direct them.

Raise Jigsaw Jerrie Cat's paws to indicate a Pause Point, as shown in the lesson plans.

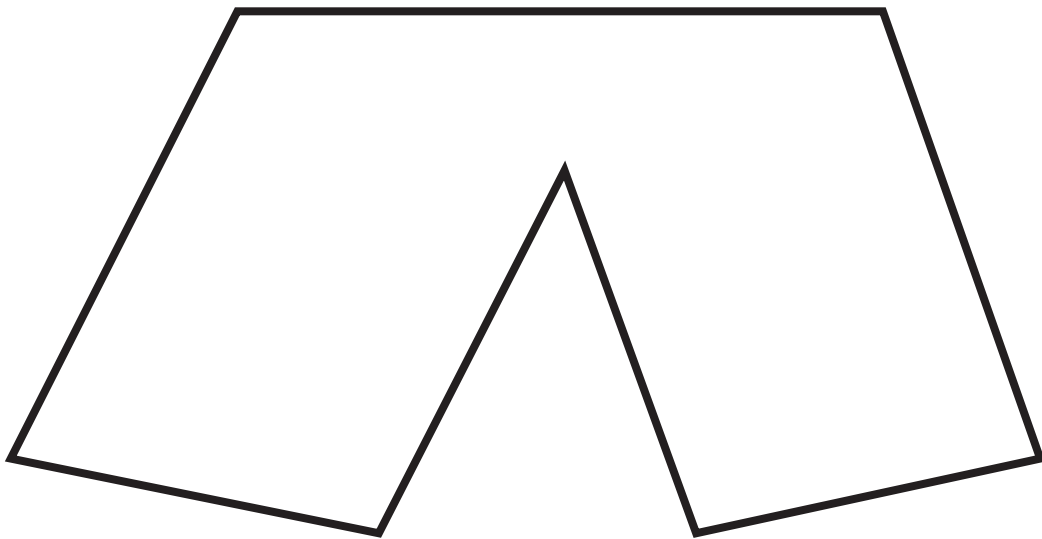


Celebrating Difference

Spot the Difference PowerPoint Slide 1 - Ages 5-6 - Piece 2



Celebrating Difference
Gingerbread Trousers Template - Ages 5-6 - Piece 2





Celebrating Difference
Jerrie Cat PowerPoint Slide 2 - Ages 5-6 - Piece 2



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Celebrating Difference

PowerPoint Slide 3: My Jigsaw Learning - Ages 5-6 - Piece 2



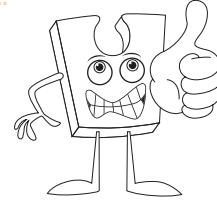
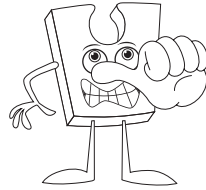
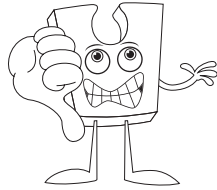
My Jigsaw Learning

Celebrating Difference - Piece 2

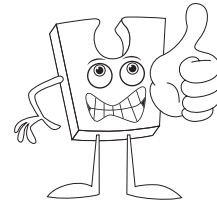
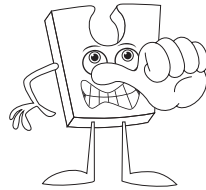
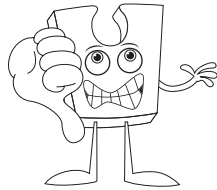
Ages 5-6

Name

I can identify
differences between
people in my class



I can tell you some ways
I am different from my
friends



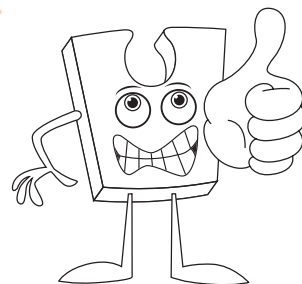
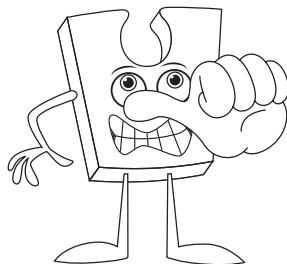
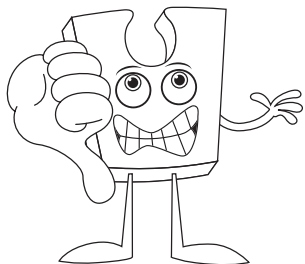
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Celebrating Difference - Piece 2

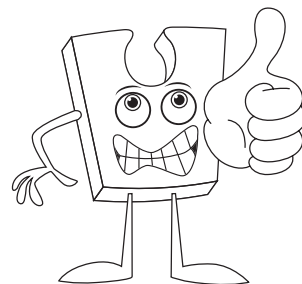
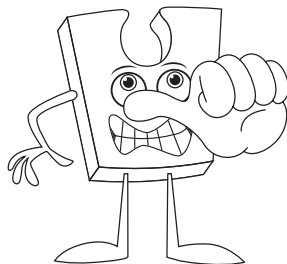
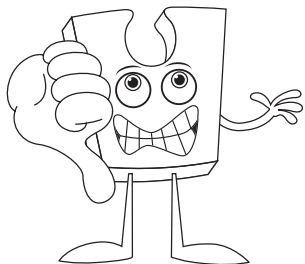
Ages 5-6

Name

I can identify differences between people in my class



I can tell you some ways I am different from my friends



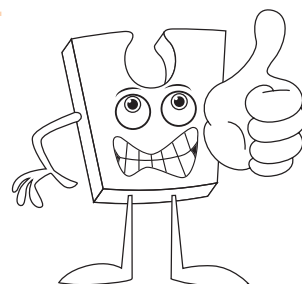
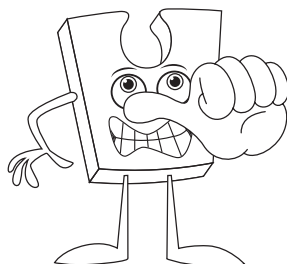
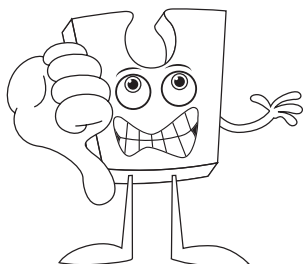
My Jigsaw Learning

Celebrating Difference - Piece 2

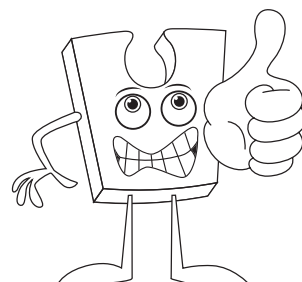
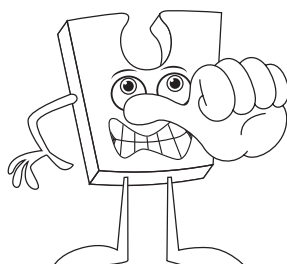
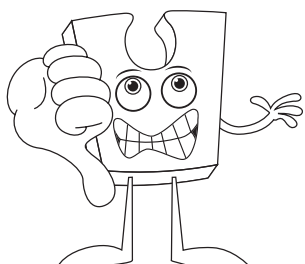
Ages 5-6

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I can identify differences between people in my class



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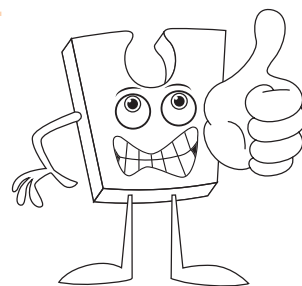
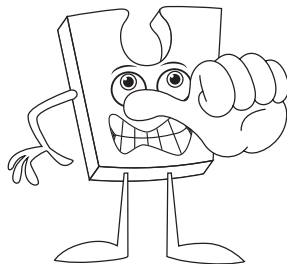
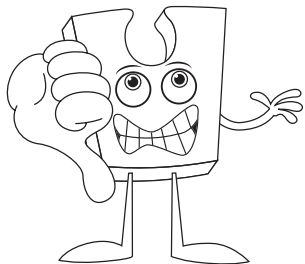
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Celebrating Difference - Piece 2

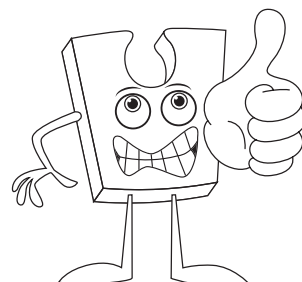
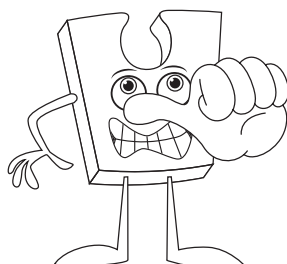
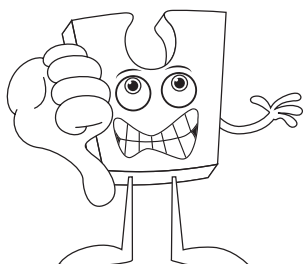
Ages 5-6

Name

I can identify differences between people in my class

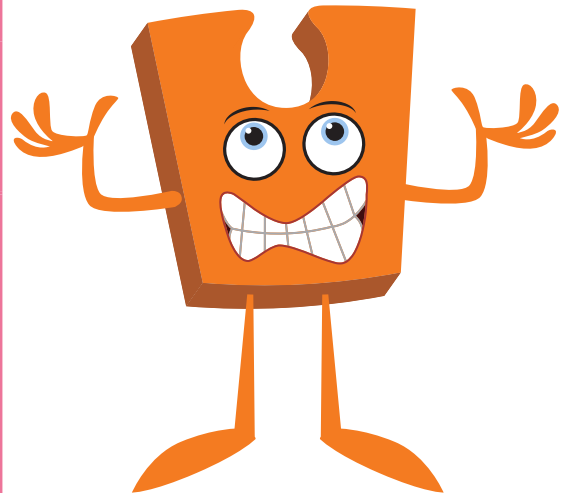


I can tell you some ways I am different from my friends



Puzzle 2: Celebrating Difference - Ages 5-6 - Piece 3

What is 'bullying'?	
<p>Puzzle 2 Outcome Hall of Fame Gingerbread people</p>	<p>Please teach me to... tell you what bullying is understand how being bullied might feel</p>
<p>Resources Laminated Jigsaw Charter Jigsaw Chime 'Calm Me' script Bully pictures Bullying pictures Hat templates Jigsaw Journals My Jigsaw Learning Jigsaw Jerrie Cat Jigsaw Jack</p>	<p>Vocabulary Bullying Bullying behaviour Deliberate On purpose Unfair</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Remind children of the right to pass.</p> <p>Connect us Huggy bears. Children move around the space and when the teacher calls "Huggy bears - threes", the children run and hug each other in a group of three. Repeat this with other numbers. Discuss how it feels to be part of a group and how it feels if you are left out. Reinforce the idea (with the Learning Charter) that we all have the right to be included. Children have the right to pass (some children are tactilely defensive and may not want to hug. They can join the groups but not hug).</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Slide 1: Show the children the two pictures and ask which one is the bully. Draw out that it's not what a person looks like but about how they behave that makes someone a bully.</p> <p>Tell me or show me Ask the children what they know about bullying. Scribe their ideas about what they think bullying is, examples of when it has happened and how it makes people feel. Ensure there are examples of bullying which exemplify the key features of bullying (see below) as well as examples which may be classed as teasing or one-off incidents.</p>	<p>Ask me this...</p> <p>How does it feel to be part of a group?</p> <p>Does your mind feel calm and ready to learn?</p> <p>Which one do you think might be a bully? Why? How can you tell?</p> <p>What is bullying?</p>




Key features of bullying

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

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

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

Discuss with the children that everyone has the right to be safe and not bullied.

Pause Point: Slide 2:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, take some gentle deep breaths and look inside to identify what they are feeling right now.

Let me learn

Option 1: After some thinking time in pairs, pass Jigsaw Jack around the circle and ask for examples of bullying, especially the difference between one-off incidents and bullying.

Slides 3-5: Option 2: In groups children discuss the three bullying pictures. Ask them to discuss if the key features from 'Tell me or show me' are obvious. Could these be one-off incidents?

After choosing option 1 or option 2, invite the children to think of some anti-bullying slogans e.g. No Bullying Here! Share their ideas and ask them to write their favourite onto the hat template. Stick the hat template on to their gingerbread person.

Help me reflect

Slide 6: Share the learning intentions of the lesson with the children. Ask them to show if they are a thumbs-up, neutral or thumbs-down for the purple and green statement. Show My Jigsaw Learning sheet for this lesson (piece) and, if necessary, model how to complete it using the PowerPoint slide. Ask the children to complete their own and stick it into their Jigsaw Journal. The teacher may wish to exemplify the statements to further children's understanding.

What does bullying look like?

Notes

Celebrating Difference

Calm Me Script - Ages 5-6 - Piece 3

I invite you to sit comfortably in your chair with your back nice and straight and your feet flat on the floor, if you can reach. Feel your spine stretching tall.

Put your hands gently in your laps and close your eyes.

When I sound the Jigsaw Chime I invite you to listen to the sound until it has gone. Help your mind to keep listening.

(Sound the Chime)

Now place your hands on your tummy and take nice deep breaths, in.....and out.....

Feel your tummy move out and in when you breathe.

Breathe in through your nose.....feel your tummy getting bigger

Breathe out through your mouth as your tummy gets smaller again

(Do this a few times, aware that children's breathing will be quicker than adults')

Enjoy taking a few more deep breaths

I breathe in and feel calm

I breathe out and feel peaceful

When I sound the Chime again this time I invite you to listen until the sound has all gone and then gently open your eyes and bring your attention back into the room

Everyone give each other a big peaceful smile

Do you feel calm and ready to learn now?

Remind the children that, during the day, when you sound the Chime, or if Jigsaw Jerrie Cat raises his paws, this is the sign for stopping, breathing and becoming calm

Note for the teacher

The Jigsaw Chime is used to help children let go of whatever they are currently doing or thinking and bring their attention to the sound of the Chime.

The aim of Calm Me is to grow awareness that they have things called thoughts and feelings and that when they can spot these as they happen they can also learn to control them, to direct their minds to focus on what they choose to focus on, rather than their minds controlling them without them knowing.

This is mindfulness: the ability to be aware of your thoughts and feelings in the present moment and focus them how and where you choose.

This needs practice so feel free to sound the Chime for Calm Me at times other than in Jigsaw lessons (the Chime is NOT a behaviour management tool so please keep it just for Calm Me times)

Jigsaw Jerrie Cat is another tool for helping children learn to 'pause' and turn inwards to identify thoughts and feelings, this being the first step towards being able to regulate and direct them.

Raise Jigsaw Jerrie Cat's paws to indicate a Pause Point, as shown in the lesson plans.



Celebrating Difference

Bully Pictures PowerPoint Slide 1 - Ages 5-6 - Piece 3





Celebrating Difference
Jerrie Cat PowerPoint Slide 2 - Ages 5-6 - Piece 3



Celebrating Difference

Bully Pictures PowerPoint Slides 3-5 - Ages 5-6 - Piece 3

Slide 3



Slide 4

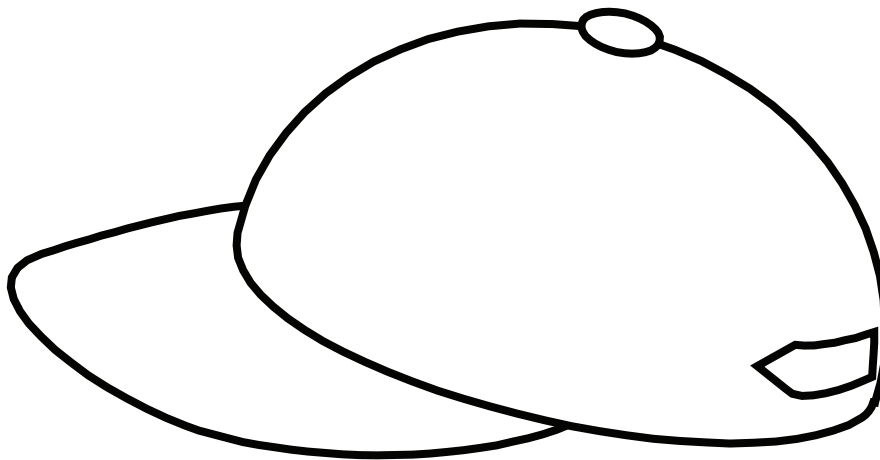


Slide 5



Celebrating Difference

Gingerbread Hat Template - Ages 5-6 - Piece 3



Celebrating Difference

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



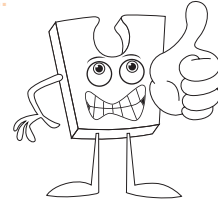
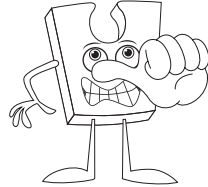
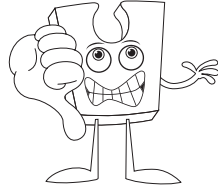
My Jigsaw Learning

Celebrating Difference - Piece 3

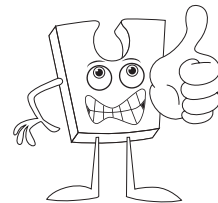
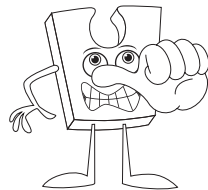
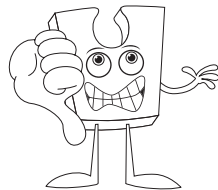
Ages 5-6 years

Name

I can tell you what bullying is



I understand how being bullied might feel



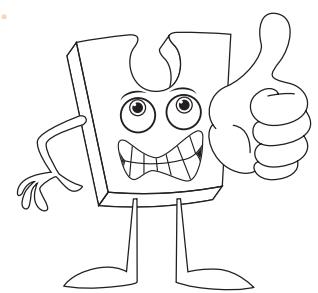
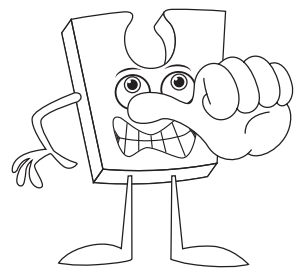
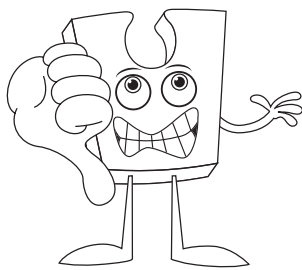
My Jigsaw Learning

Celebrating Difference - Piece 3

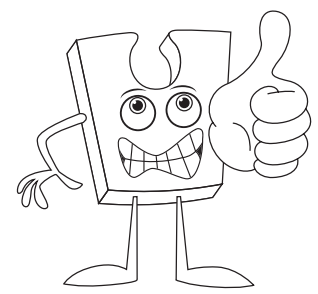
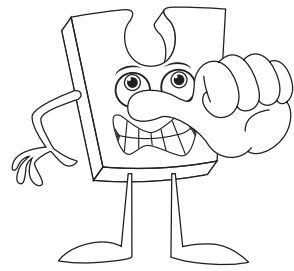
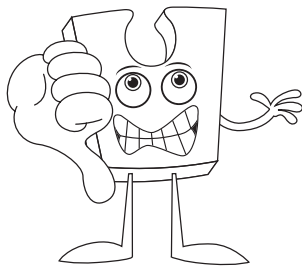
Ages 5-6

Name

I can tell you what bullying is



I understand how being bullied might feel



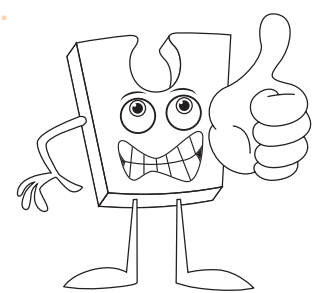
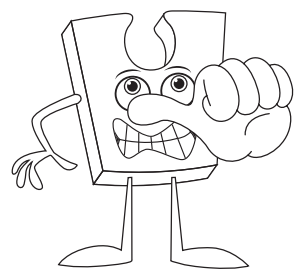
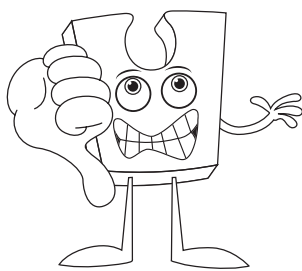
My Jigsaw Learning

Celebrating Difference - Piece 3

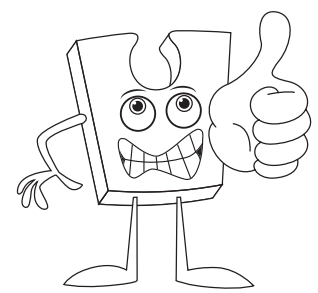
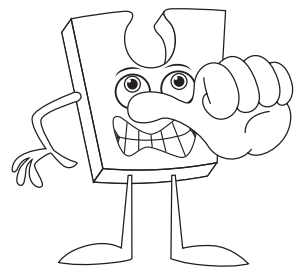
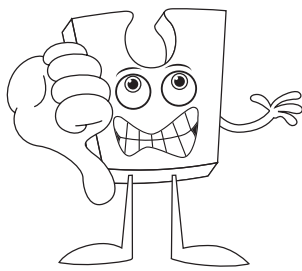
Ages 5-6

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I can tell you what bullying is



I understand how being bullied might feel



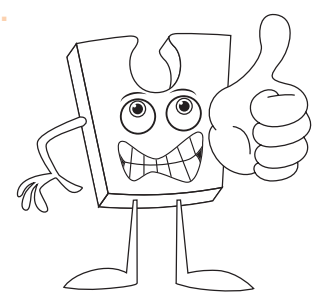
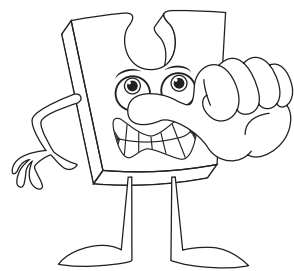
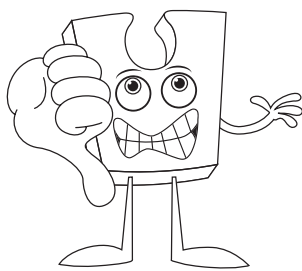
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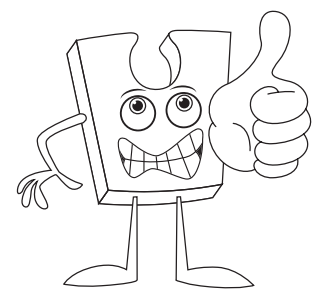
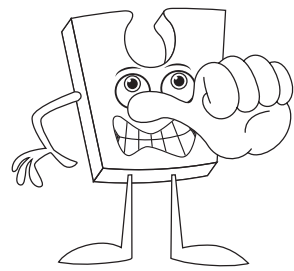
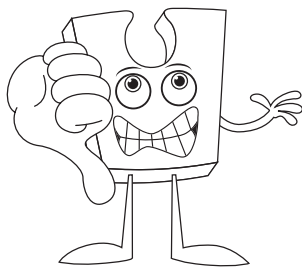
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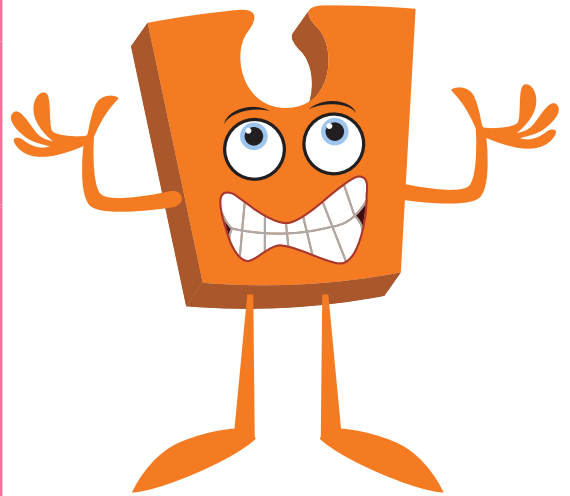


I understand how being bullied might feel



Puzzle 2: Celebrating Difference - Ages 5-6 - Piece 4

What do I do about bullying?	
<p>Puzzle 2 Outcome Hall of Fame Gingerbread people</p>	<p>Please teach me to... know some people who I could talk to if I was feeling unhappy or being bullied be kind to children who are bullied</p>
<p>Resources Laminated Jigsaw Charter Jigsaw Chime 'Calm Me' script Jigsaw Song sheet: 'There's a Place' Jigsaw Jack Jigsaw Jerrie Cat Shoes template Jigsaw Journals My Jigsaw Learning</p>	<p>Vocabulary Included Bully Bullied</p>
<p>Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Remind the children about the right to pass in case any are shy to hug or tactilely defensive.</p> <p>Connect us Play huggy bears. Children move around the space and when the teacher calls "Huggy bears - threes", the children run and hug each other in a group of three. Repeat this with other numbers. Discuss how it feels to be part of a group and how it feels if you are left out. Reinforce the idea (with the Learning Charter) that we all have the right to be included and the right to our own space if we don't want to be hugged.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Sing or listen to the Jigsaw Song: 'There's a Place' Draw out from the children what the song is teaching: it is about looking after each other, because if we look after each other there will be no room for bullying.</p>	<p>Ask me this...</p> <p>How does it feel to be part of a group? How does it feel if you are left out?</p> <p>Does your mind feel calm and ready to learn?</p> <p>How can we help children in the playground?</p>



Tell me or show me


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

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

Let me learn

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

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

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, take some gentle deep breaths and look inside to identify their thoughts right now.

Help me reflect

Slide 2: Share the learning intentions of the lesson with the children. Ask them to show if they are a thumbs-up, neutral or thumbs-down for the purple and green statement. Show My Jigsaw Learning sheet for this lesson (piece) and, if necessary, model how to complete it using the PowerPoint slide. Ask the children to complete their own and stick it into their Jigsaw Journal. The teacher may wish to exemplify the statements to further children's understanding.

Why might Jigsaw Jack be upset?
What has happened to Jigsaw Jack?
How might Jack be feeling?
What could Jigsaw Jack do to get help?

Notes

Celebrating Difference

Calm Me Script - Ages 5-6 - Piece 4

I invite you to sit comfortably in your chair with your back nice and straight and your feet flat on the floor, if you can reach. Feel your spine stretching tall.

Put your hands gently in your laps and close your eyes.

When I sound the Jigsaw Chime I invite you to listen to the sound until it has gone. Help your mind to keep listening.

(Sound the Chime)

Now place your hands on your tummy and take nice deep breaths, in.....and out.....

Feel your tummy move out and in when you breathe.

Breathe in through your nose.....feel your tummy getting bigger

Breathe out through your mouth as your tummy gets smaller again

(Do this a few times, aware that children's breathing will be quicker than adults')

Enjoy taking a few more deep breaths

I breathe in and feel calm

I breathe out and feel peaceful

When I sound the Chime again this time I invite you to listen until the sound has all gone and then gently open your eyes and bring your attention back into the room

Everyone give each other a big peaceful smile

Do you feel calm and ready to learn now?

Remind the children that, during the day, when you sound the Chime, or if Jigsaw Jerrie Cat raises his paws, this is the sign for stopping, breathing and becoming calm

Note for the teacher

The Jigsaw Chime is used to help children let go of whatever they are currently doing or thinking and bring their attention to the sound of the Chime.

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This is mindfulness: the ability to be aware of your thoughts and feelings in the present moment and focus them how and where you choose.

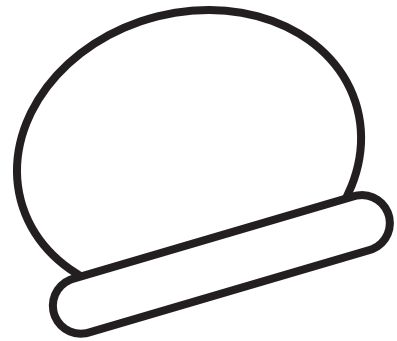
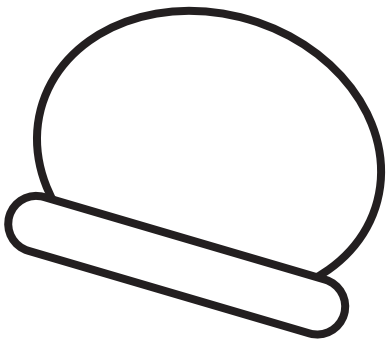
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Jigsaw Jerrie Cat is another tool for helping children learn to 'pause' and turn inwards to identify thoughts and feelings, this being the first step towards being able to regulate and direct them.

Raise Jigsaw Jerrie Cat's paws to indicate a Pause Point, as shown in the lesson plans.



Celebrating Difference
Gingerbread Shoes Template - Ages 5-6 - Piece 4





Celebrating Difference
Jerrie Cat PowerPoint Slide 1 - Ages 5-6 - Piece 4



Celebrating Difference

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



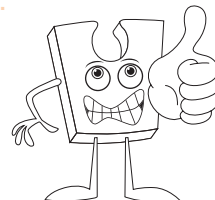
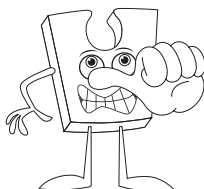
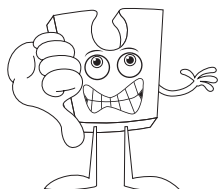
My Jigsaw Learning

Celebrating Difference - Piece 4

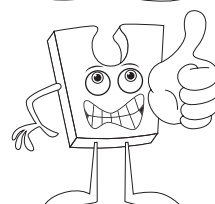
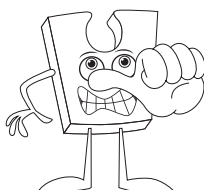
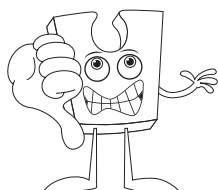
Ages 5-6

Name

I know some people
who I could talk to if I
was feeling unhappy or
being bullied



I can be kind to children
who are bullied



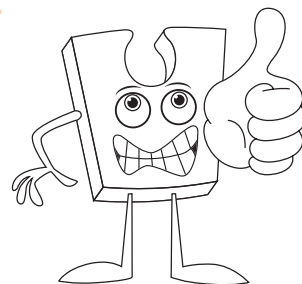
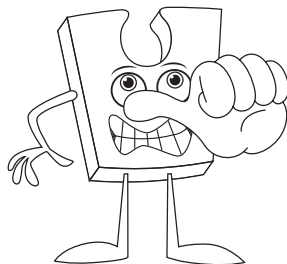
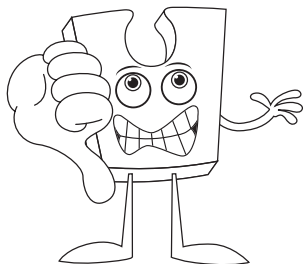
My Jigsaw Learning

Celebrating Difference - Piece 4

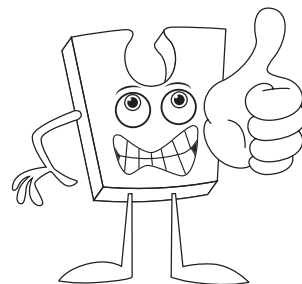
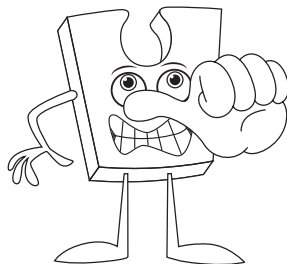
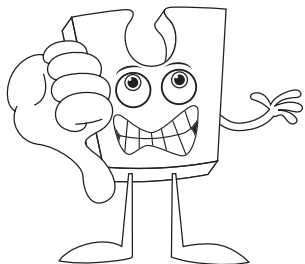
Ages 5-6

Name

I know some people
who I could talk to if I
was feeling unhappy or
being bullied



I can be kind to children
who are bullied



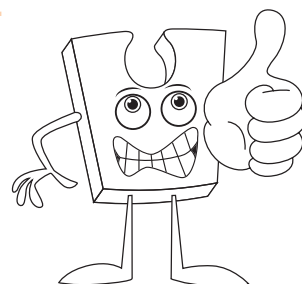
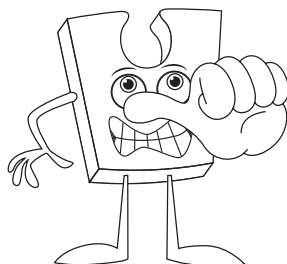
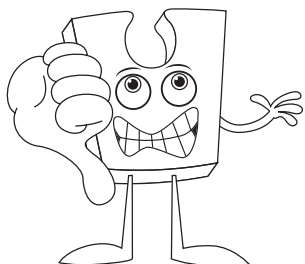
My Jigsaw Learning

Celebrating Difference - Piece 4

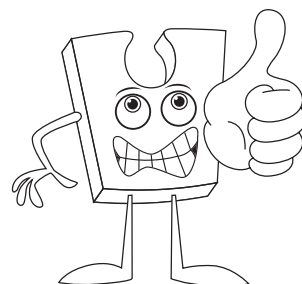
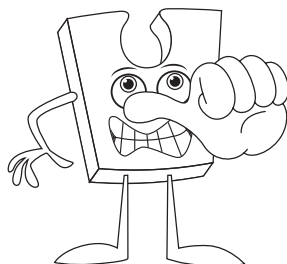
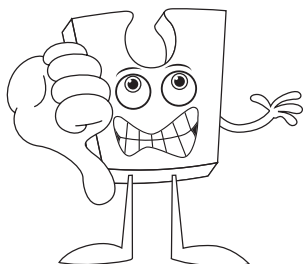
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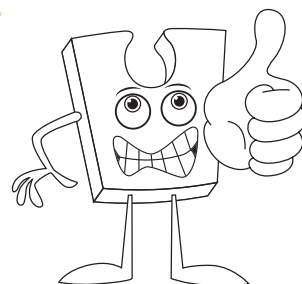
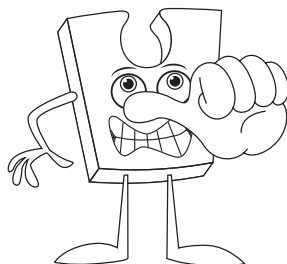
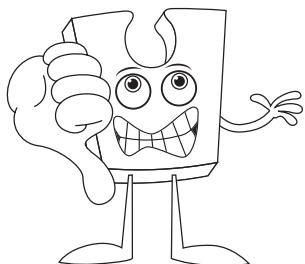
My Jigsaw Learning

Celebrating Difference - Piece 4

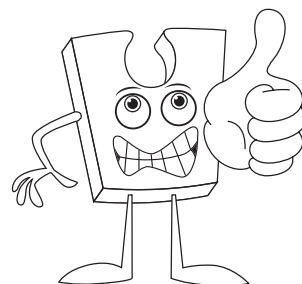
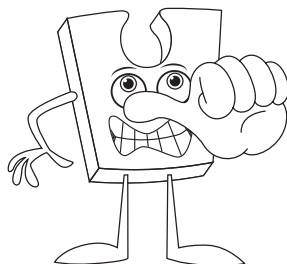
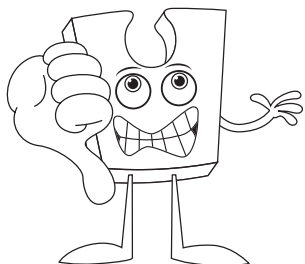
Ages 5-6

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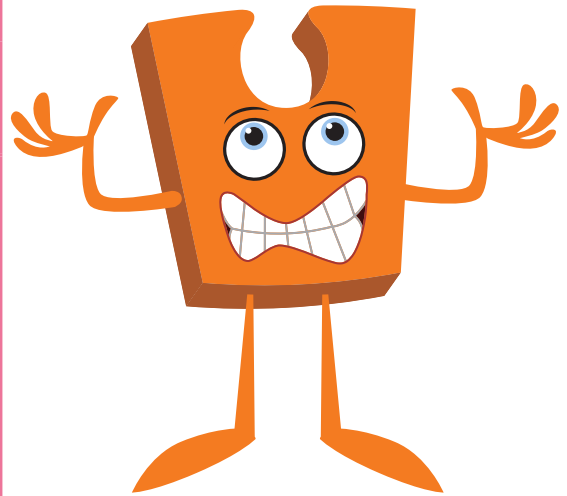


I can be kind to children
who are bullied



Puzzle 2: Celebrating Difference - Ages 5-6 - Piece 5


Making new friends	
<p>Puzzle 2 Outcome Hall of Fame Gingerbread people</p>	<p>Please teach me to... know how to make new friends know how it feels to make a new friend</p>
<p>Resources Laminated Jigsaw Charter Jigsaw Chime 'Calm Me' script Soft/sponge football Jigsaw Song: There's a Place Story: Best Friends Jack and Jenie Friendship tokens Jigsaw Jack Jigsaw Jerrie Cat Friendship token template Jigsaw Journals My Jigsaw Learning</p>	<p>Vocabulary</p>
<p>Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Roll the ball Everyone stands or in a circle. The teacher has a soft ball (football size) and: makes eye contact with someone then rolls the ball to that person saying, 'Hello Mark... (or whatever the child's name is). The child receiving the ball is encouraged to answer, 'Hello...(name of whoever rolled the ball to them). They then make eye contact with someone else and roll the ball to them saying, 'Hello.....'. Then they sit down. Repeat this until everyone has had a go and is sitting down. Reinforce how using people's names make them feel part of the group and valued.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Sing or listen to the Jigsaw Song: 'There's a Place'. Draw out from the children what the song is telling us about friendship, and that it is OK to be different.</p>	<p>Ask me this...</p> <p>Have you chosen someone you wouldn't normally choose? How does it feel to be chosen?</p> <p>Does your mind feel calm and ready to learn?</p> <p>How do we treat our friends? What words in the song say how we can treat our friends?</p>



Tell me or show me

Slides 1-6: Read the Jigsaw story 'Best Friends Jack and Jenie' and show the accompanying PowerPoint pictures.

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

Pause Point:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, breathe deeply and look inside to identify their thoughts right now. (Use slide from previous lessons if needed).

Let me learn

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

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

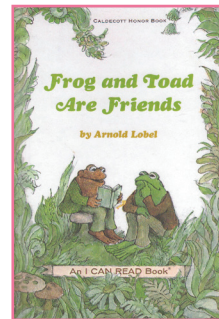
Help me reflect

Slide 7: Children stick their friendship token onto one hand of their gingerbread person, showing that they are offering the hand of friendship to other children, and complete My Jigsaw Learning for this Piece (lesson).

What makes a good friend?

Notes

An alternative story could be 'Frog and Toad are Friends' by Arnold Lobel.



Certificates

For next lesson you will need to personalise a Puzzle certificate for each child to hand out next lesson. Electronic versions of this can be accessed on the Community Area of www.jigsawpshe.com

Celebrating Difference

Calm Me Script - Ages 5-6 - Piece 5

I invite you to sit comfortably in your chair with your back nice and straight and your feet flat on the floor, if you can reach. Feel your spine stretching tall.

Put your hands gently in your laps and close your eyes.

When I sound the Jigsaw Chime I invite you to listen to the sound until it has gone. Help your mind to keep listening.

(Sound the Chime)

Now place your hands on your tummy and take nice deep breaths, in.....and out.....

Feel your tummy move out and in when you breathe.

Breathe in through your nose.....feel your tummy getting bigger

Breathe out through your mouth as your tummy gets smaller again

(Do this a few times, aware that children's breathing will be quicker than adults')

Enjoy taking a few more deep breaths

I breathe in and feel calm

I breathe out and feel peaceful

When I sound the Chime again this time I invite you to listen until the sound has all gone and then gently open your eyes and bring your attention back into the room

Everyone give each other a big peaceful smile

Do you feel calm and ready to learn now?

Remind the children that, during the day, when you sound the Chime, or if Jigsaw Jerrie Cat raises his paws, this is the sign for stopping, breathing and becoming calm

Note for the teacher

The Jigsaw Chime is used to help children let go of whatever they are currently doing or thinking and bring their attention to the sound of the Chime.

The aim of Calm Me is to grow awareness that they have things called thoughts and feelings and that when they can spot these as they happen they can also learn to control them, to direct their minds to focus on what they choose to focus on, rather than their minds controlling them without them knowing.

This is mindfulness: the ability to be aware of your thoughts and feelings in the present moment and focus them how and where you choose.

This needs practice so feel free to sound the Chime for Calm Me at times other than in Jigsaw lessons (the Chime is NOT a behaviour management tool so please keep it just for Calm Me times)

Jigsaw Jerrie Cat is another tool for helping children learn to 'pause' and turn inwards to identify thoughts and feelings, this being the first step towards being able to regulate and direct them.

Raise Jigsaw Jerrie Cat's paws to indicate a Pause Point, as shown in the lesson plans.



Celebrating Difference
Friendship Token - Ages 5-6 - Piece 5



Celebrating Difference

Best Friends Jack and Jenie PowerPoint Slides 1-6 - Ages 5-6 - Piece 5



Note to teacher: Your children may have chosen whether their Jigsaw Jack is a particular gender. In some places in this story you will need to use the correct pronoun for your Jack. This story also uses Abbey Owl (from Discovery RE) which you may also have in your classroom if you use this resource for your R.E. (<https://discoveryschemeofwork.com>)

One playtime Jigsaw Jack wanted to go out to play with all the children. It was a lovely sunny day, not too hot, and not too cold, but just right.

Jigsaw Jack didn't go onto the playground very much so it was exciting to be going outside.

When it was time for playtime to begin all the children stopped their work and lined up at the classroom door. Does your teacher ask you to do this too, or do you do something different?

Jack proudly stood in the line holding one of the children's hands. Jack started to feel a little bit nervous, so practised Calm me and took some deep breaths to calm down. Jack knew all about Calm me time because the children did it in their Jigsaw lessons.

Celebrating Difference

Best Friends Jack and Jenie PowerPoint Slides 1-6 - Ages 5-6 - Piece 5



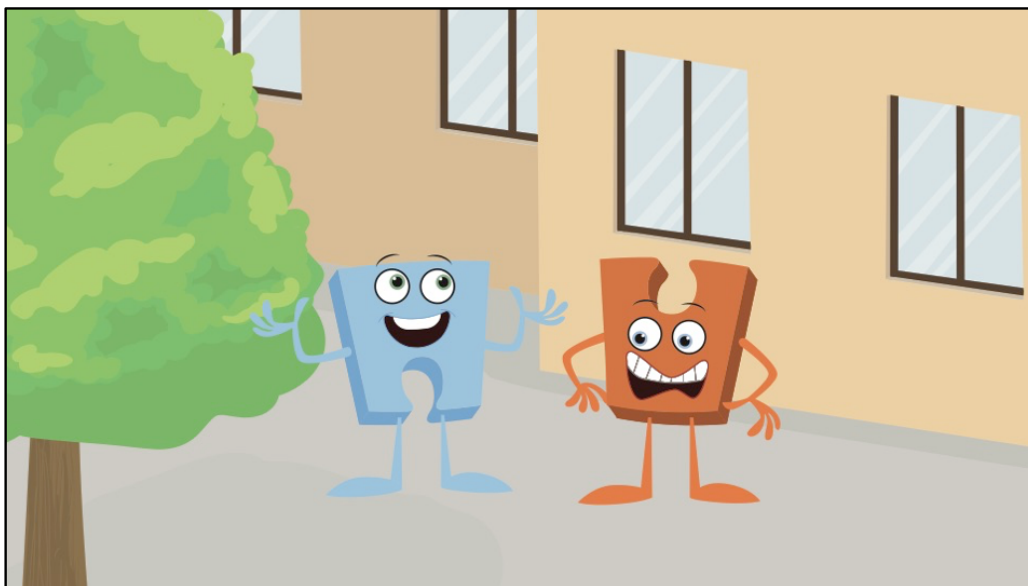
Jack started to feel less worried and then when the teacher opened the classroom door, all the children ran outside onto the playground. Jack went too holding on tightly to the one of the children.

Soon all the children were playing their games but because Jack didn't go outside very much, (he/she) didn't know how to join in. Some of the children from Jigsaw Jack's class went over and tried to encourage (him/her) to play, but Jack wanted to be quiet and just watch for a while. Because the children were so good at being Jack's friend they were happy to let (him/her) do that.

Suddenly Jack noticed another person just like (him/her), except instead of being bright orange they were a pale blue. Jack was curious and went over to ask the person's name.

Celebrating Difference

Best Friends Jack and Jenie PowerPoint Slides 1-6 - Ages 5-6 - Piece 5



“Hello I’m Jack” (he/she) said. “Who are you?”

The little blue character said, “I’m called Jigsaw Jenie, and I help all the children in the Nursery and Early Years classes. Which children do you help?”

Jack told Jenie about the class and all of the children he worked with.

“Oh, it sounds like we have a lot in common,” Jenie said, “apart from that you are orange, and I am blue. Do you think that means we can’t be friends?”

Jack wondered for a little while. (He/She) had heard the children in class talking a lot about being the same or different and (he/she) didn’t think that it mattered.

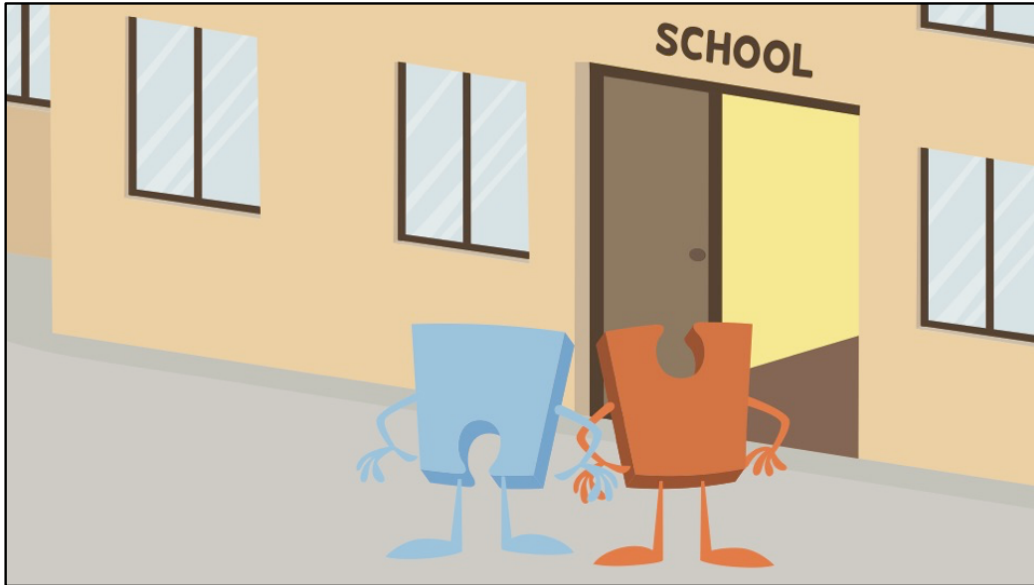
“No, I don’t think that matters at all Jenie.” Jack said. “Would you like to be my friend?”

Jenie looked really pleased but also a little muddled. “Yes, I would love to be your friend Jack, but I heard one of the Nursery children saying they wouldn’t be friends with someone else because they liked doing different things. I’m a little muddled.”

Jack thought again. (He/She) knew that it didn’t matter at all if people were different, they could still be friends, but Jenie didn’t seem to understand this so Jack had an idea to help.

Celebrating Difference

Best Friends Jack and Jenie PowerPoint Slides 1-6 - Ages 5-6 - Piece 5



“Hey Jenie,” Jack said, “I know a really clever and wise person we could ask about this inside my classroom. Shall we go inside?”

Jenie took Jack’s hand. It felt nice and friendly, not hurtful or unkind. Jenie thought, “*I like Jack, (he/she) is very caring. That’s a good friend.*”

Celebrating Difference

Best Friends Jack and Jenie PowerPoint Slides 1-6 - Ages 5-6 - Piece 5



When they were inside, Jack introduced Abbey Owl. Abbey also helped with the children in their lessons and Jack knew she was VERY clever.

“Hello Abbey,” said Jack. “This is Jigsaw Jenie and we have a question for you, because we know you will have the right answer!”

Abbey Owl hooted, she was pleased to be asked. Abbey liked helping too.

Jenie asked Abbey if it was OK to be friends with someone even if they were different from each other.

Abbey Owl hooted, “Of course it’s OK to be friends. We don’t all have to look the same way, or like doing the same things to be friends. Wouldn’t it be boring if everyone was the same? Now Jenie, I think you need to go back to the child in Nursery and explain this so they understand.”

Jenie nodded and thanked Abbey Owl for her wise words.

Celebrating Difference

Best Friends Jack and Jenie PowerPoint Slides 1-6 - Ages 5-6 - Piece 5



Outside on the playground Jenie said, "Thank you Jack, now I know we can be friends. In fact, I think we are going to be best friends."

Jack smiled back, (he/she) thought that Jigsaw Jenie was right.

Celebrating Difference

PowerPoint Slide 7: My Jigsaw Learning - Ages 5-6 - Piece 5



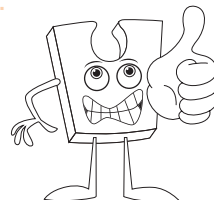
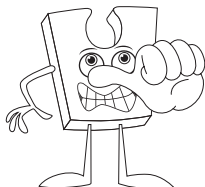
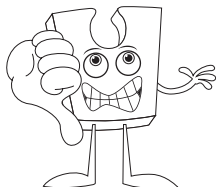
My Jigsaw Learning

Celebrating Difference - Piece 5

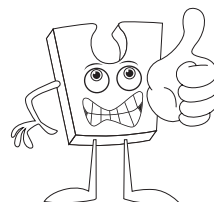
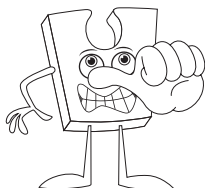
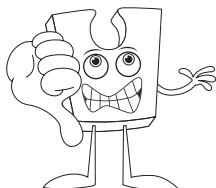
Ages 5-6

Name

I know how to make new friends



I know how it feels to make a new friend



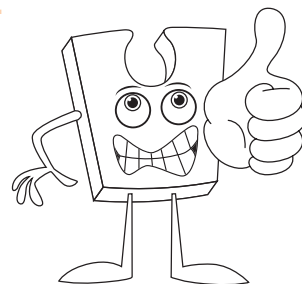
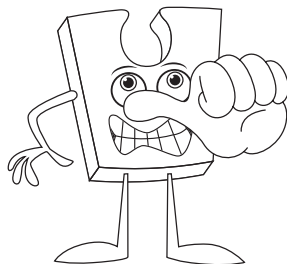
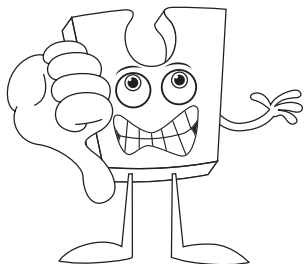
My Jigsaw Learning

Celebrating Difference - Piece 5

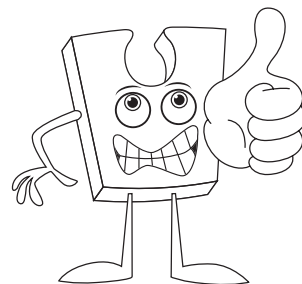
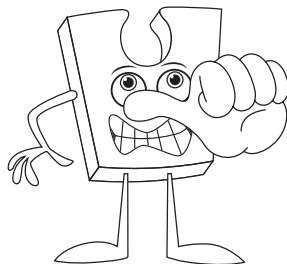
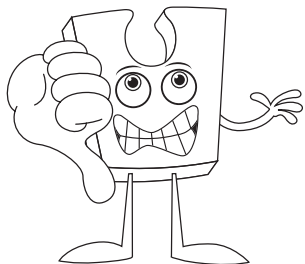
Ages 5-6

Name

I know how to make new friends



I know how it feels to make a new friend



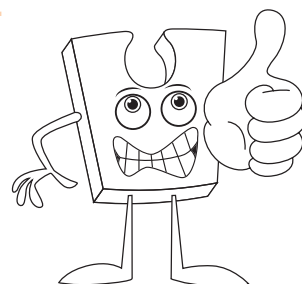
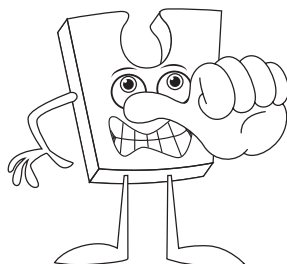
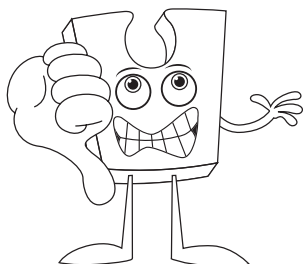
My Jigsaw Learning

Celebrating Difference - Piece 5

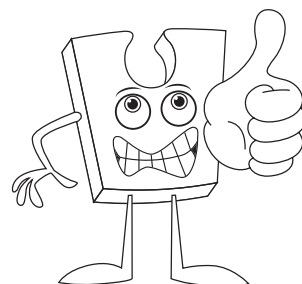
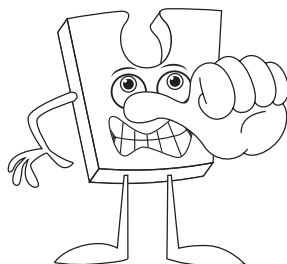
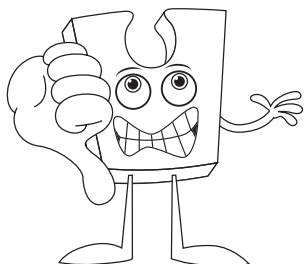
Ages 5-6

Name

I know how to make new friends



I know how it feels to make a new friend



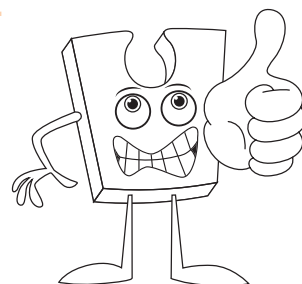
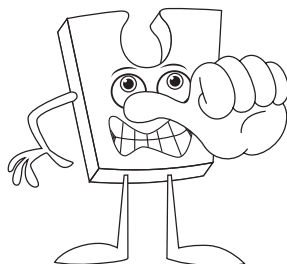
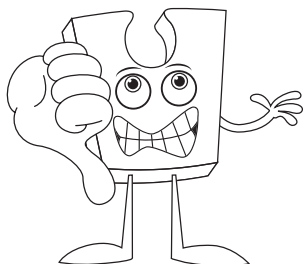
My Jigsaw Learning

Celebrating Difference - Piece 5

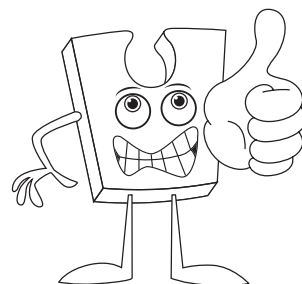
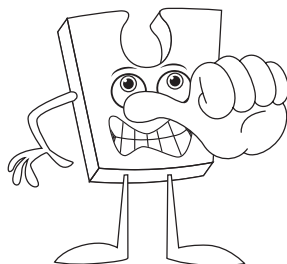
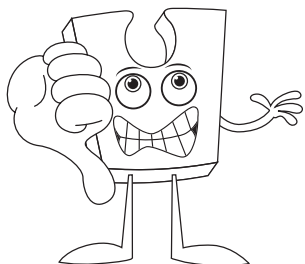
Ages 5-6

Name

I know how to make new friends

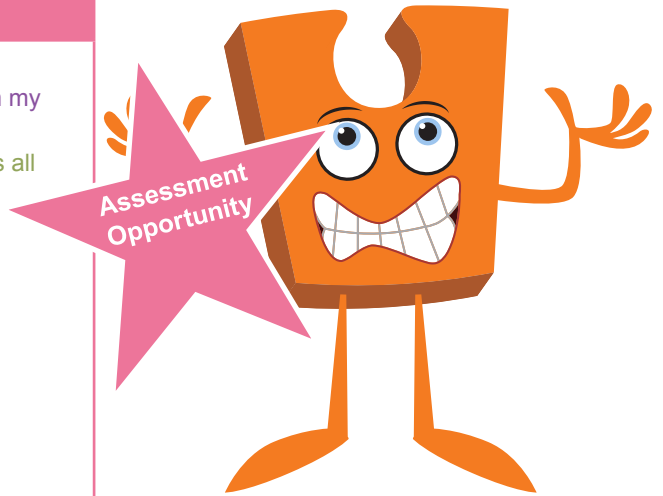


I know how it feels to make a new friend



Puzzle 2: Celebrating Difference - Ages 5-6 - Piece 6

Celebrating Difference; Celebrating Me	
<p>Puzzle 2 Outcome</p> <p>Hall of Fame</p> <p>Gingerbread people</p>	<p>Please teach me to...</p> <p>tell you some ways I am different from my friends</p> <p>understand these differences make us all special and unique</p>
<p>Resources</p> <p>Laminated Jigsaw Charter</p> <p>Jigsaw Chime 'Calm Me' script</p> <p>Jigsaw Song: 'There's a Place'</p> <p>Celebrating Me label template (one per child) double-sided</p> <p>Gingerbread people</p> <p>Jigsaw Jack</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Journals</p> <p>My Jigsaw Learning Certificates</p>	<p>Vocabulary</p> <p>Celebration</p> <p>Difference</p> <p>Special</p> <p>Unique</p>
<p>Teaching and Learning</p> <p>Notes</p> <p>Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the children's weekly formative assessments and work from their Jigsaw Journals and teacher observations/notes. 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>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Pass the squeeze.</p> <p>Sitting in a circle with everyone holding hands, the teacher starts by gently squeezing the hand of the child on his/her right. The squeeze is then passed silently around the circle until it returns to the teacher. Reinforce how we need to work together as a team.</p> <p>Variations: Pass as fast as you can and time the circle or, pass a rhythm not just a squeeze.</p> <p>Calm me</p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p> <p>Open my mind</p> <p>Slide 1: Sing or listen to the Jigsaw song: 'There's a Place'.</p> <p>Help the children to remember the meaning of the song and why it is important to recognise how we can be the same and different from our friends.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>What words describe how we treat our friends?</p> <p>What sorts of differences are mentioned in the song?</p>



Tell me or show me

Show some examples of the children's gingerbread people as a recap about the work the children have done over the past few weeks, drawing out the differences and similarities the children have found out about themselves, and the special qualities/characteristics the children may have.

Let me learn

It may be appropriate to organise this part of the lesson so that groups of children work with adults in turn. Ask the children to sit at a table with a partner and complete the Celebrating Me label. On one side of the label the children write/ draw what makes them special and unique. This provides an opportunity for the teacher to assess each child's understanding of the 'purple' assessment descriptors. In order to see if children are 'Working beyond', they also need to express why being special and unique is important; therefore as they prepare their labels, ask them, "Why is it important that we are special and unique?" It would be useful to have an adult to scribe their responses, or if they are able they can write this on their label also.

On the other side of the label the children complete the sentence stem: 'One way I am kind to people in my class is.....' Again to extend children's thinking towards the green 'working beyond' attainment descriptors ask questions such as:

- What would you do to help somebody who is being bullied?
- How do you think bullying makes somebody feel?
- What is bullying?
- Why do you think people get bullied?

Scribe the children's responses as part of the summative assessment of this Puzzle (unit)

Help me reflect

Slide 2: Once the labels are complete, the children come back to the circle and share what they have drawn/written on their Celebrating Me label and they can stick it onto their gingerbread person to complete them.

The children also complete My Jigsaw Learning for this lesson (piece) as before.

The gingerbread people can be displayed in class, or as part of a whole school "Hall of Fame" display (End of Puzzle Outcome).

Hand out the end of Puzzle certificate to each child to stick into their Jigsaw Journal.

Celebrating Difference

Calm Me Script - Ages 5-6 - Piece 6

I invite you to sit comfortably in your chair with your back nice and straight and your feet flat on the floor, if you can reach. Feel your spine stretching tall.

Put your hands gently in your laps and close your eyes.

When I sound the Jigsaw Chime I invite you to listen to the sound until it has gone. Help your mind to keep listening.

(Sound the Chime)

Now place your hands on your tummy and take nice deep breaths, in.....and out.....

Feel your tummy move out and in when you breathe.

Breathe in through your nose.....feel your tummy getting bigger

Breathe out through your mouth as your tummy gets smaller again

(Do this a few times, aware that children's breathing will be quicker than adults')

Enjoy taking a few more deep breaths

I breathe in and feel calm

I breathe out and feel peaceful

When I sound the Chime again this time I invite you to listen until the sound has all gone and then gently open your eyes and bring your attention back into the room

Everyone give each other a big peaceful smile

Do you feel calm and ready to learn now?

Remind the children that, during the day, when you sound the Chime, or if Jigsaw Jerrie Cat raises his paws, this is the sign for stopping, breathing and becoming calm

Note for the teacher

The Jigsaw Chime is used to help children let go of whatever they are currently doing or thinking and bring their attention to the sound of the Chime.

The aim of Calm Me is to grow awareness that they have things called thoughts and feelings and that when they can spot these as they happen they can also learn to control them, to direct their minds to focus on what they choose to focus on, rather than their minds controlling them without them knowing.

This is mindfulness: the ability to be aware of your thoughts and feelings in the present moment and focus them how and where you choose.

This needs practice so feel free to sound the Chime for Calm Me at times other than in Jigsaw lessons (the Chime is NOT a behaviour management tool so please keep it just for Calm Me times)

Jigsaw Jerrie Cat is another tool for helping children learn to 'pause' and turn inwards to identify thoughts and feelings, this being the first step towards being able to regulate and direct them.

Raise Jigsaw Jerrie Cat's paws to indicate a Pause Point, as shown in the lesson plans.



Celebrating Difference
Celebrating Me Label - Ages 5-6 - Piece 6

One way I am kind to people in my class is...



One way I am kind to people in my class is...



One way I am kind to people in my class is...

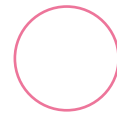


Celebrating Difference
Celebrating Me Label Reverse - Ages 5-6 - Piece 6

I am special and unique...



I am special and unique...



I am special and unique...





Celebrating Difference

PowerPoint Slides 1: There's a Place - Ages 5-6 - Piece 6

There's a Place (Celebrating Difference)

VERSE:
 Have you ever felt out of place?
 Someone said something hurtful to your face?
 How would you feel if that someone was you?
 Before we judge someone, just take a second.
 It doesn't matter if you're:

CHORUS:
 Black, mixed or white.
 Your hair colour, your height
 This don't matter to me,
 There's a place in this world for
 Your religion and race,
 Never feel out of place
 Whether you're young or you're old,
 There's a place in this world for you,
 And there's a place in this world for me.

VERSE RAP:
 How can we make the world a better place?
 Swap the hate, hate, hate and liberate.
 We can all make the choice so let's raise our voice,
 It starts with you, let's sing and rejoice.
 Black, mixed or white.
 Your hair colour, your height
 This don't matter to me,

There's a place in this world for
 Your religion and race,
 Never feel out of place
 Whether you're young or you're old,
 There's a place in this world for you,
 And there's a place in this world for me.

Let me tell you a little something that you should know,
 People out there, scared to smile, let their face show.
 I - N - D - I - V - I - D - U - A - L,
 That's I - N - D - I - V - I - D - U - A - L.
 Let's make the world a better place,
 Swap the hate, hate, hate and liberate.
 We can all make the choice so let's raise our voice,
 It starts with you, let's sing and rejoice.
 Let's make the world a better place,
 Swap the hate, hate, hate and liberate.
 We can all make the choice so let's raise our voice,
 It starts with you, let's sing and rejoice.

Black, mixed or white.
 Your hair colour, your height
 This don't matter to me,
 There's a place in this world for
 Your religion and race,
 Never feel out of place
 Whether you're young or you're old,
 There's a place in this world for you,
 And there's a place in this world for me.

PowerPoint Slides 2: My Jigsaw Learning - Ages 5-6 - Piece 6



My Jigsaw Learning

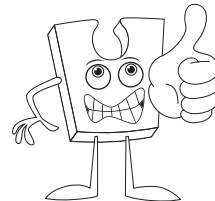
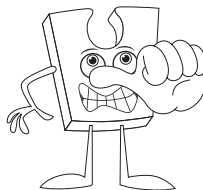
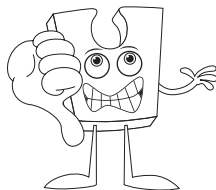
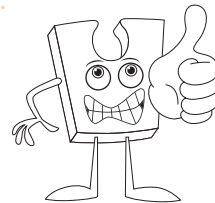
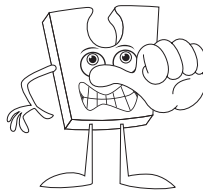
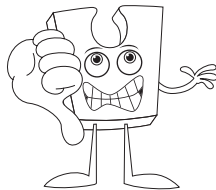
Celebrating Difference - Piece 6

Ages 5-6

Name

I can tell you some ways I am different from my friends

I understand these differences make us all special and unique



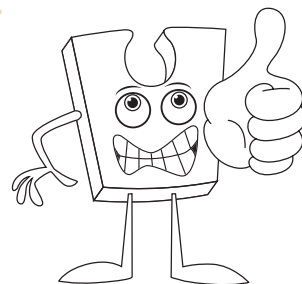
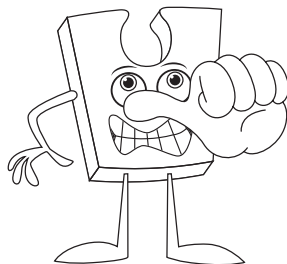
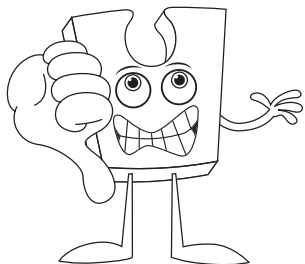
My Jigsaw Learning

Celebrating Difference - Piece 6

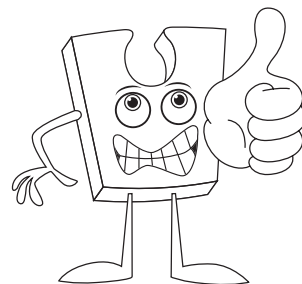
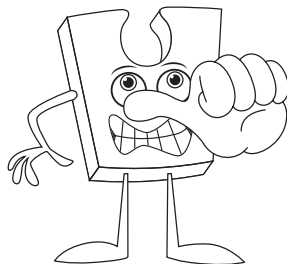
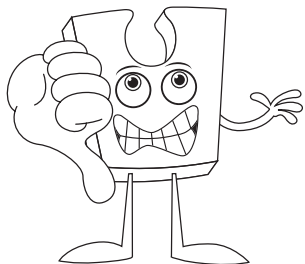
Ages 5-6

Name

I can tell you some ways I am different from my friends



I understand these differences make us all special and unique



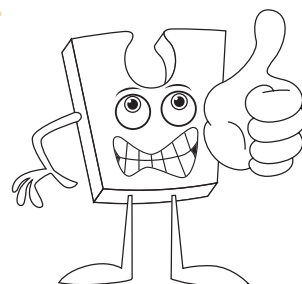
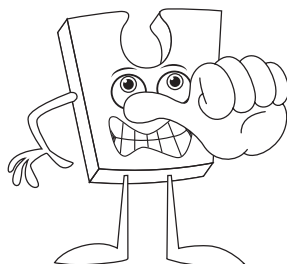
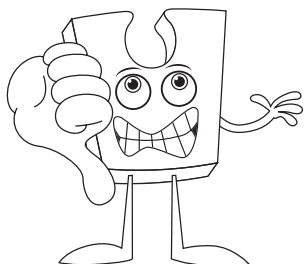
My Jigsaw Learning

Celebrating Difference - Piece 6

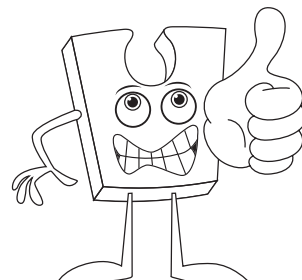
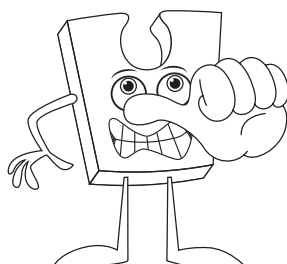
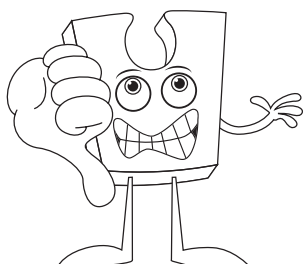
Ages 5-6

Name

I can tell you some ways I am different from my friends



I understand these differences make us all special and unique



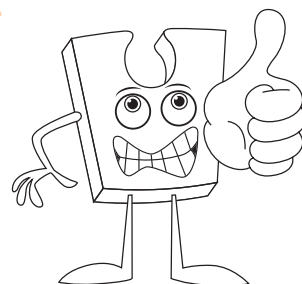
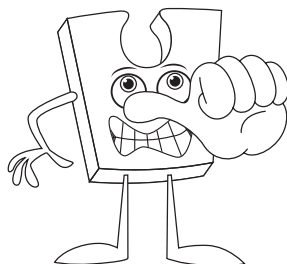
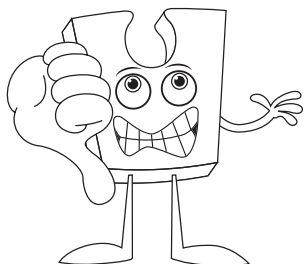
My Jigsaw Learning

Celebrating Difference - Piece 6

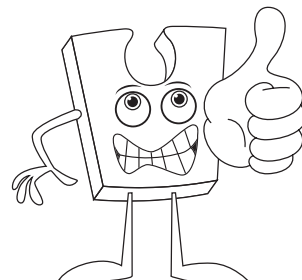
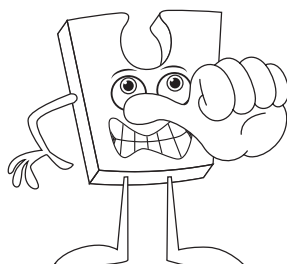
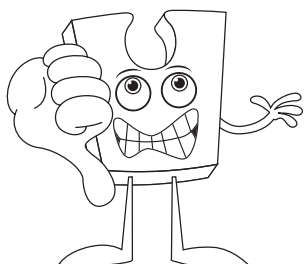
Ages 5-6

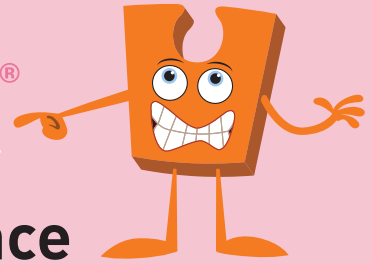
Name

I can tell you some ways I am different from my friends



I understand these differences make us all special and unique





Celebrating Difference

Well done!



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



.....

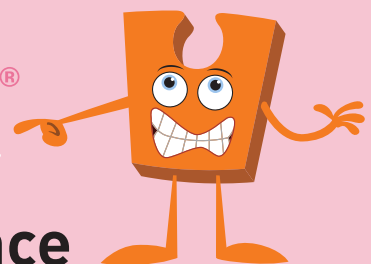
I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:



Celebrating Difference

Well done!



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



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:

Exemplification for Ages 5-6 Celebrating Difference Puzzle

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

WORKING TOWARDS

I like football and my friend likes skating. I have the same colour hair as my friend.

I help when somebody is upset.

Ages 5-6 expectation

WORKING AT

People in my class are all different because we look different and have different families. This makes us unique. I am similar to some of my class because we like playing the same games.

Bullying might be when somebody pushes somebody else and they keep on doing it. If someone is bullied they might feel scared.

WORKING BEYOND

Being unique is important so that we all have different things we can learn about each other.

Someone might get bullied because of how they look. If someone was bullied they should tell an adult they trust, or a friend.

