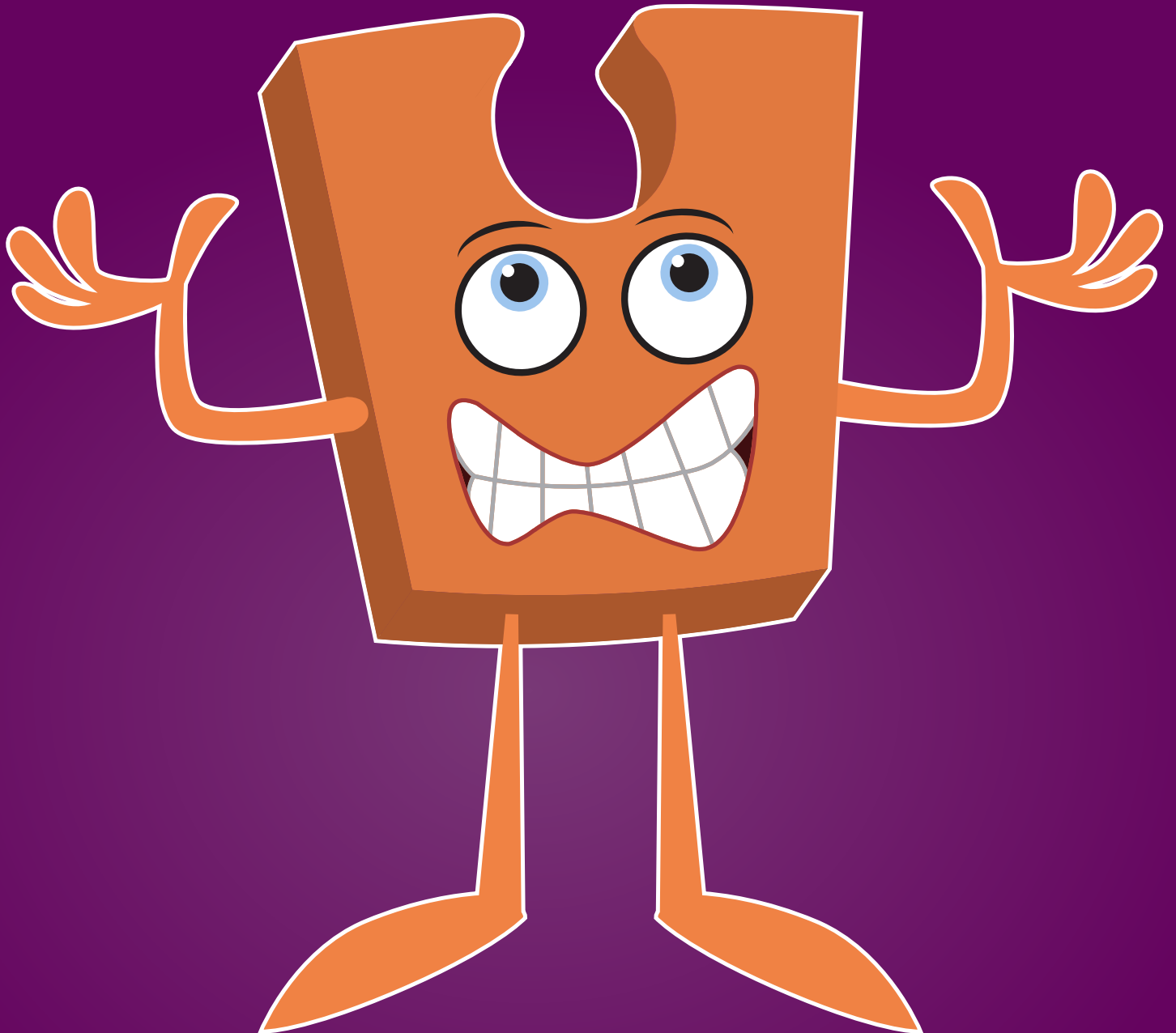




Relationships – Ages 5-6

www.jigsawpshe.com

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Puzzle 5 - Relationships

Puzzle Map - Ages 5-6



Puzzle Outcome

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

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Families	I can identify the members of my family and understand that there are lots of different types of families	I know how it feels to belong to a family and care about the people who are important to me	Family game cards, Jigsaw Chime, 'Calm Me' script, 'Welcome to Planet Zarg' PowerPoint, Jigsaw Journals, My Jigsaw Learning, My Jigsaw Learning PowerPoint slide, Jigsaw Jack, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Making Friends	I can identify what being a good friend means to me	I know how to make a new friend	Music and blanket for hedgehogs game OR children's names put into a hat, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'RELATIONSHIPS', PowerPoint slide of lonely child, Jigsaw Jack Sets of 'A Good Friend Should...' cards, one set, for each group, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can recognise which forms of physical contact are acceptable and unacceptable to me	Jigsaw Chime, 'Calm Me' script, Holding Hands Images, 'Feely bags' containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects Jigsaw Jack, Jigsaw Journal, My Jigsaw Learning, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. People Who Help Us	I know who can help me in my school community	I know when I need help and know how to ask for it	Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, People cards, Scenario cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Being My Own Best Friend	I can recognise my qualities as person and a friend	I know ways to praise myself	Bottle weighted with water or sand or children's names in a hat, Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, PowerPoint of incredible children, 'The Incredible Me' picture frame template, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity ★	I can tell you why I appreciate someone who is special to me	I can express how I feel about them	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Balloons, Balloon label template, Sticks, Jigsaw Jack's balloon with pre-prepared label, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.



Subject Leader's Preparation to Lead the Relationships Puzzle

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

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





Puzzle Assembly/Collective Worship: Relationships

Title: Relationships - Song: Relationships

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

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

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

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

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

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

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

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

Thank the chefs for their involvement.

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

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

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

Closing the assembly

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

Relationships

Assembly (PowerPoint Slides)

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

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

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

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

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

CHORUS



Relationships

Assembly (PowerPoint Slides)





Relationships Assembly (PowerPoint Slides)



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

VERSE:
R is for real,
And E is for effort.
L is for love,
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I is for input,
And P is for personal.

CHORUS



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

VERSE:

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

CHORUS:

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

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

CHORUS:

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

CHORUS

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

(Relationships)

First system of musical notation (measures 1-4). The treble clef staff contains whole rests. The piano accompaniment consists of a melody in the right hand and a bass line in the left hand, both in 4/4 time with a key signature of three sharps (F#, C#, G#).

Second system of musical notation (measures 5-8). The treble clef staff contains whole rests. The piano accompaniment continues with the same melody and bass line pattern as the first system.

Third system of musical notation (measures 9-12). The treble clef staff contains the vocal melody with lyrics. The piano accompaniment continues with the same melody and bass line pattern.

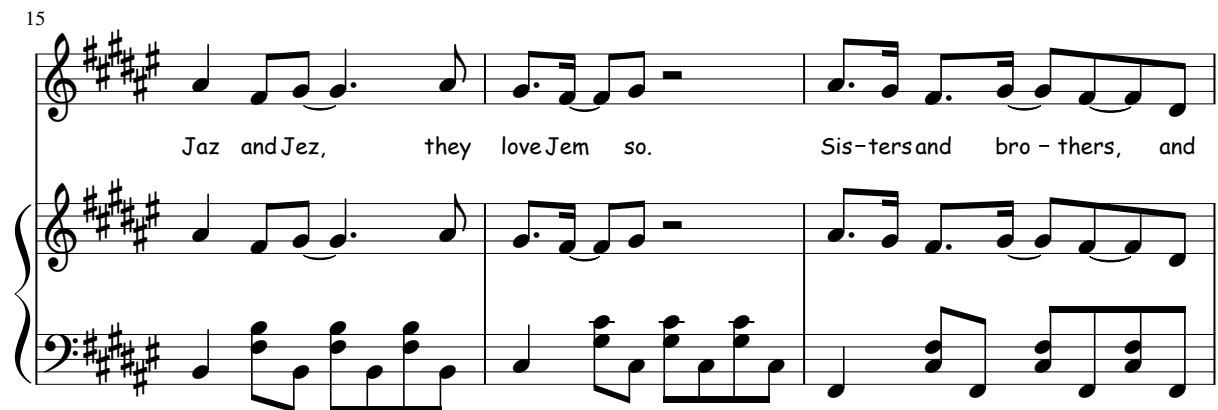
R is for real, and E is for eff - ort. L is for love, and

12



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

15



Jaz and Jez, they loveJem so. Sis-tersand bro - thers, and

18



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

20



close to our heart.

This musical system covers measures 20 to 23. It features a vocal line and a piano accompaniment in the key of D major (indicated by four sharps). The vocal line begins with a half note 'close' followed by a quarter note 'to', then rests for two measures. The piano accompaniment consists of a steady eighth-note bass line in the left hand and a melody in the right hand that includes a half note 'our' and a quarter note 'heart'.

24



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

This musical system covers measures 24 to 26. The vocal line has a rest in measure 24, followed by 'T is for trust,' in measure 25, and 'and I is for iss - ues.' in measure 26. The piano accompaniment continues with a consistent eighth-note bass line and a melody in the right hand that includes a triplet of eighth notes in measure 26.

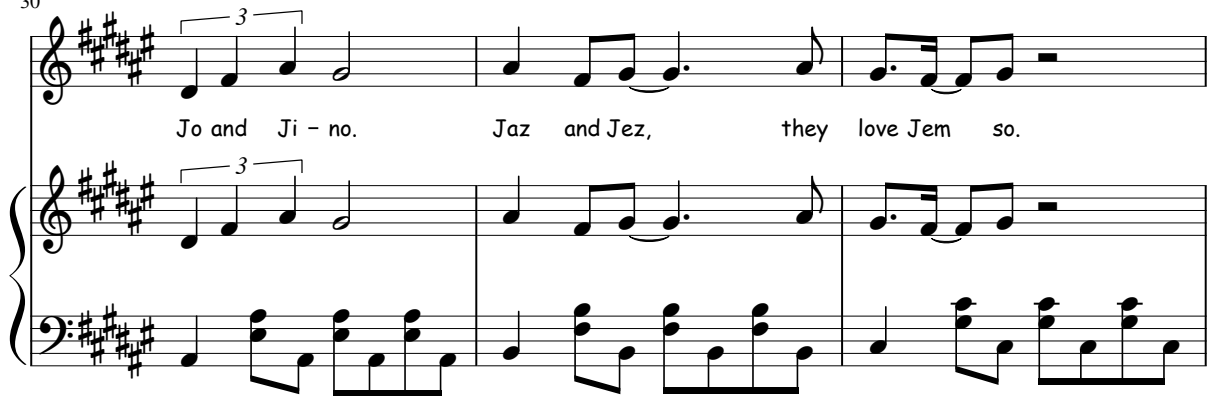
27



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

This musical system covers measures 27 to 29. The vocal line includes 'O is for op - en,' in measure 27, 'and N is for nat - ur - al.' in measure 28, and 'Jen-ie and Jack,' in measure 29. The piano accompaniment maintains the eighth-note bass line and includes triplet figures in the right hand melody across measures 27 and 28.

30



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

This musical system covers measures 30 to 32. It features a vocal line with a treble clef and a piano accompaniment with grand staves. The key signature has four sharps (F#, C#, G#, D#). In measure 30, the vocal line has a triplet of eighth notes (F#, C#, G#) followed by a half note (D#). The piano accompaniment has a similar triplet in the right hand and a steady eighth-note bass line in the left hand. Measures 31 and 32 continue the melody and accompaniment.

33



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

This musical system covers measures 33 to 34. The vocal line continues with a melody of eighth and quarter notes. The piano accompaniment provides harmonic support with chords and a moving bass line.

35



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

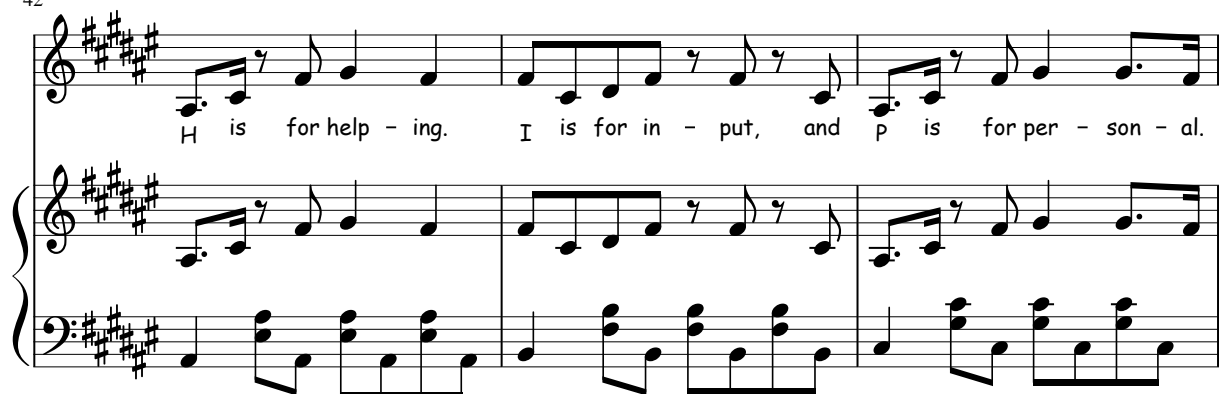
This musical system covers measures 35 to 37. The vocal line concludes with a half note and a whole note. The piano accompaniment features a more active bass line in the final measure.

38



s is for sec - rets, and

42



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

45



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

48



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

50



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

52



close to our heart.

Weekly Celebration 1

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





Puzzle 5

Weekly Celebration 2

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



Weekly Celebration 3

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



Weekly Celebration 4

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



Puzzle 5

Weekly Celebration 5

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



Weekly Celebration 6

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

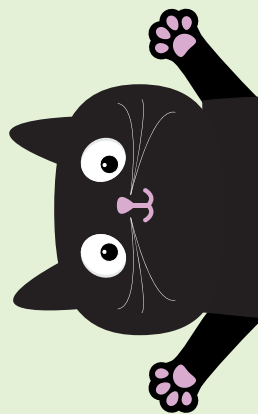


Class Teacher's Preparation to Lead the Relationships Puzzle with children Ages 5-6

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 the next units (Puzzle) 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 Jigsaw Jack 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: All resources in Jigsaw
Laminated Jigsaw Charter for display
- Piece 2: Blanket or children's names put into a hat
- Piece 3: Feely bag(s) containing a range of different textured items e.g. fur, velvet, scrunched up foil, a pebble, cotton wool, a soft toy, sandpaper, Playdoh etc
- Piece 4: All resources in Jigsaw
- Piece 5: Bottle weighted with water or sand or children's names in a hat
(use for Pieces 5 and 6)
- Piece 6: Balloons
Sticks on which to attach balloons
Jigsaw Jack's balloon with pre-written label



Additional planning considerations

- Piece 1: Ensure enough 'My Jigsaw Learning' sheets have been **printed** if being used (each child will need one). **Print/copy** one set of Family game cards.
- Piece 2: **Copy/print** enough 'My Jigsaw Learning' sheets, one per pupil if being used. **Copy/print** sets of 'A good friend should...' cards, one set per group.
- Piece 3: **Copy/print** enough 'My Jigsaw Learning' sheets' if being used.
- Piece 4: **Print/copy**, enough 'My Jigsaw Learning' templates one per child if being used. **Copy/print** sets of 'People cards', one set per group. **Copy/print** a set of scenario cards, enough so that each pair of children can have at least one. Note for international schools: there are some blank 'People cards' so teachers can add in additional/ alternative community members if needed.
- Piece 5: **Copy/print** enough 'My Jigsaw Learning' sheets' if being used. **Copy/print** 'The Incredible Me' picture frame template, one per child.
- Piece 6: **Copy/print** enough 'My Jigsaw Learning' sheets if being used. **Copy/print** 'Balloon label templates', one per child. **Copy/print** enough end of puzzle certificates and complete in advance for each child.

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 5-6 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 also wish to 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@janleveragegroup.com

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





Ages 5-6

Jigsaw Summative Assessment: Tracking Pupil Progress

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



	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 5 Relationships		I can name some people who are special to me. I can tell you ways they help me stay safe and feel special. I can tell you why I like some people and who I might go to for help if I need it.	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. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me. I can also explain how this helps me feel safe and good about myself. 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.	
Puzzle 6 Changing Me		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. I can tell you some things that will change for me and how I feel about this.	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. I can explain why some changes I might experience might feel better than others.	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. 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.	

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?

Open my mind

With the children seated in a circle, start off a round by saying, "I'm ... and someone in my family is my....." (mum, sister, brother, dad, step brother etc.) Ask the children in turn round the circle to follow suit and see how many different family members the class as a whole can refer to. They can include close family, extended family, step family, etc.

Tell me or show me

Slides 1-15: Share the 'Welcome to Planet Zarg' PowerPoint with the children. Reinforce with the children that there are all sorts of different types of families and it is perfectly normal to have a different family from other people. Ask the children why we have families and draw out that they are there to love and protect us.

Let me learn

Who is in your family?

Invite the children to draw and label a picture of their own family in their Jigsaw Journals. Ensure that all children feel their family situation is accepted by the teacher and the class with no one family situation being seen as the 'norm.'

Help me reflect

Slide 16: Share the learning intentions of today's Piece (lesson) with the children and invite them to reflect on their learning using a thumb (up/neutral/down) for each. Ask them to record this on My Jigsaw Learning and to stick this into their Jigsaw Journal. A PowerPoint slide of My Jigsaw Learning is available so that teachers can model the completion of this resource if appropriate.

Are all families the same?

What is a family?

Can some people be part of your family and not live in the same home as you?

When you think about the word family, does this also mean your pets?

How does it feel to be part of a family?

Who are the members of your family?

How do you feel in your family home?

Notes



Relationships

Calm Me Script - Ages 5-6 - Piece 1

Children: In this Jigsaw Puzzle we are thinking carefully about Relationships, about the relationships we have with members of our families, relationships we have with our classmates, relationships we have with our friends and very importantly, the relationship we have with ourselves.

Relationships are very important to human beings as they give us company, help us feel loved and wanted, and relationships at school can help us learn.

Let's use our breathing and our Jigsaw Chime to calm our minds down, to feel relaxed and to focus our thoughts on our relationships.

So using your 'Calm Me' straight back, remembering there is a pretend golden thread pulling up through the top of your head and letting your spine grow nice and straight...have your feet flat on the floor and your hands resting lightly in your lap...and close your eyes.

So, listen to the Jigsaw Chime until you can no longer hear the sound.

Bring all your attention to your breathing and help your mind to feel a lovely deep breath. Feel the air coming in through your nostrils and notice how it fills up your lungs and then your tummy expands. Help your mind to follow the air as it moves out of your body and your tummy goes in again and you feel the warm air as it gently passes through your mouth.

Do this 3 times and then listen ever so carefully to the chime.

(Strike the chime once)

Listen until you can't hear any sound any more, as the sound drifts off into the distance..

When you are ready, gently bring your attention back to the present moment, here and now in this room. Wiggle your fingers and toes, stretch your arms above your head and when you are ready open your eyes. Notice how calm you feel.

Calm and ready to learn.



Relationships
Family Game Cards - Ages 5-6 - Piece 1



Relationships

Family Game Cards - Ages 5-6 - Piece 1



Relationships

Family Game Cards - Ages 5-6 - Piece 1



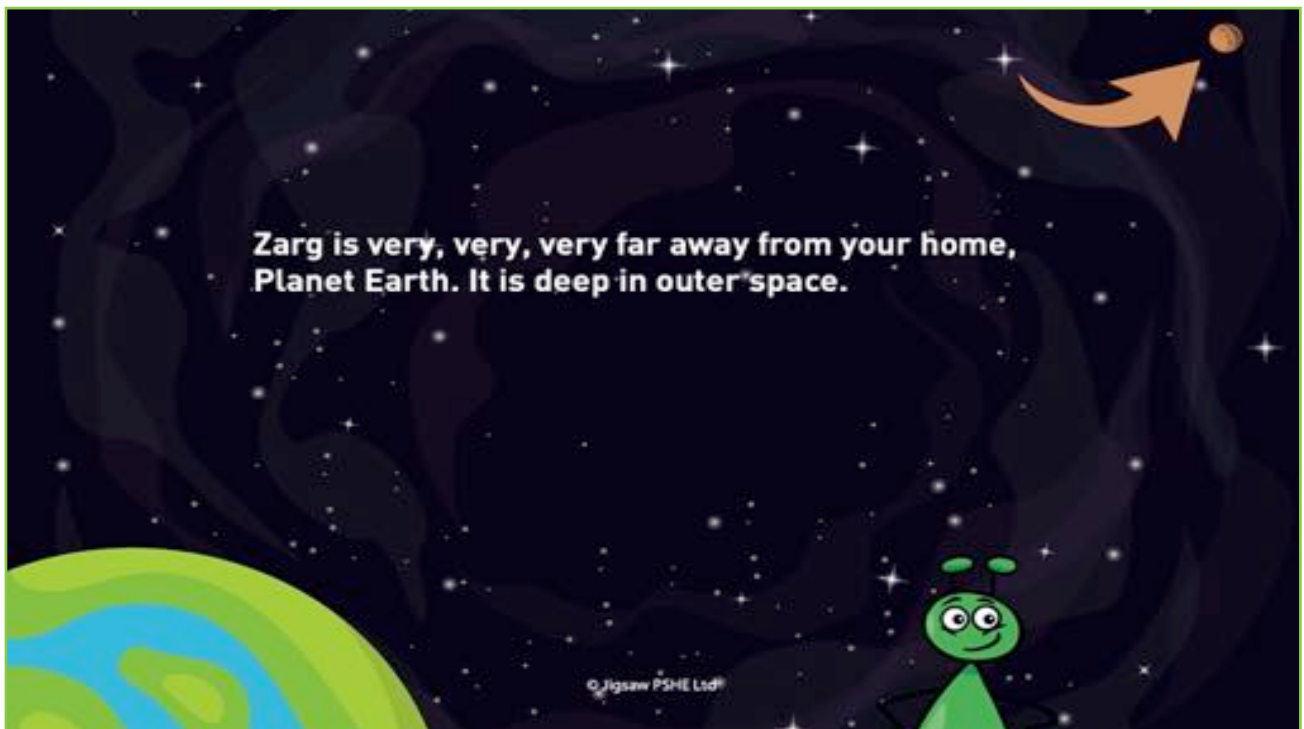


Relationships
Family Game Cards - Ages 5-6 - Piece 1



Relationships

Welcome to Planet Zarg PowerPoint Slides 1-15 - Ages 5-6 - Piece 1



Relationships

Welcome to Planet Zarg PowerPoint - Ages 5-6 - Piece 1



Relationships

Welcome to Planet Zarg PowerPoint Slides 1-15 - Ages 5-6 - Piece 1



Relationships

Welcome to Planet Zarg PowerPoint Slides 1-15 - Ages 5-6 - Piece 1



Relationships

Welcome to Planet Zarg PowerPoint Slides 1-15 - Ages 5-6 - Piece 1



Relationships

Welcome to Planet Zarg PowerPoint Slides 1-15 - Ages 5-6 - Piece 1



Relationships

Welcome to Planet Zarg PowerPoint Slides 1-15 - Ages 5-6 - Piece 1



Relationships

Welcome to Planet Zarg PowerPoint Slides 1-15 - Ages 5-6 - Piece 1





Relationships

PowerPoint Slide 16: My Jigsaw Learning - Ages 5-6 - Piece 1



My Jigsaw Learning

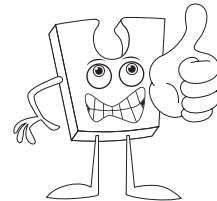
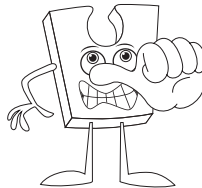
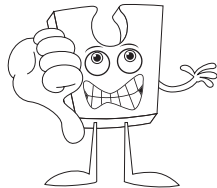
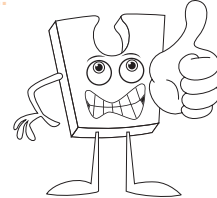
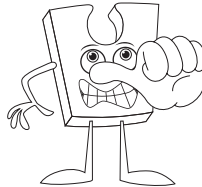
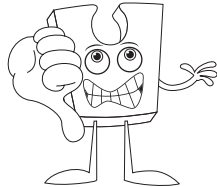
Relationships - Piece 1

Ages 5-6

Name

I can identify the members
of my family and understand
that there are lots of
different types of families

I know how it feels to belong
to a family and care about
the people who are
important to me



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My Jigsaw Learning

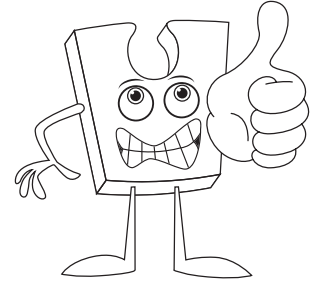
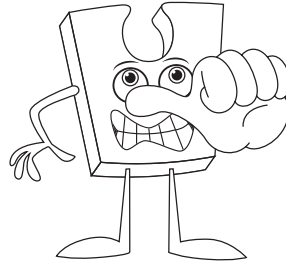
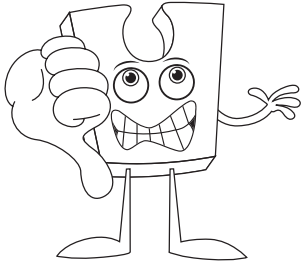
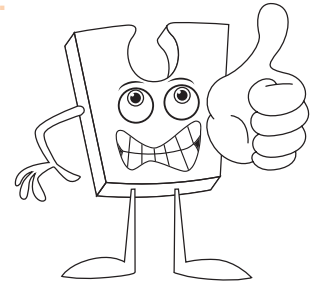
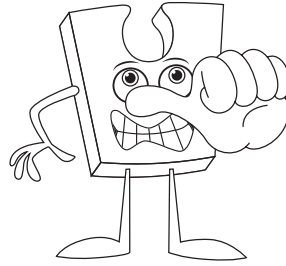
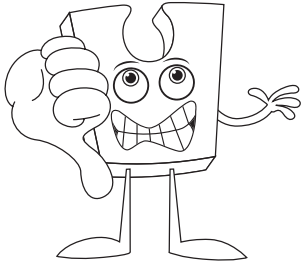
Relationships - Piece 1

Ages 5-6

Name

I can identify the members of my family and understand that there are lots of different types of families

I know how it feels to belong to a family and care about the people who are important to me



My Jigsaw Learning

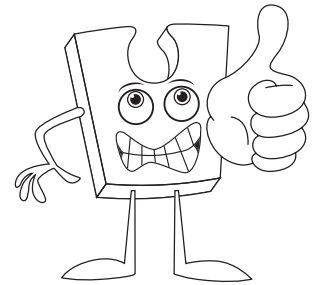
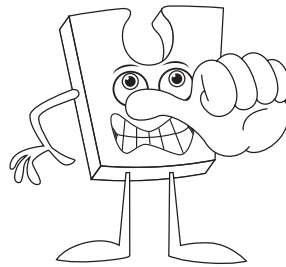
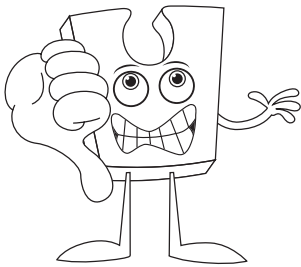
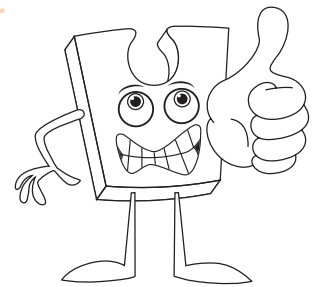
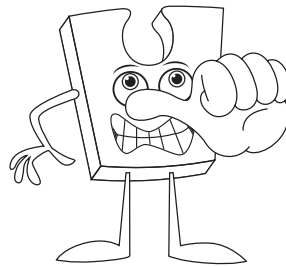
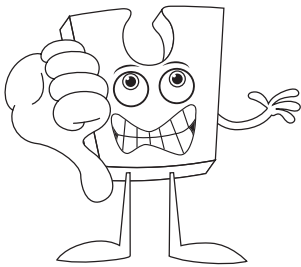
Relationships - Piece 1

Ages 5-6

Name

I can identify the members of my family and understand that there are lots of different types of families

I know how it feels to belong to a family and care about the people who are important to me



My Jigsaw Learning

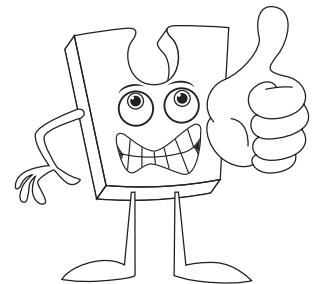
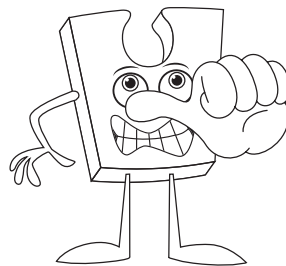
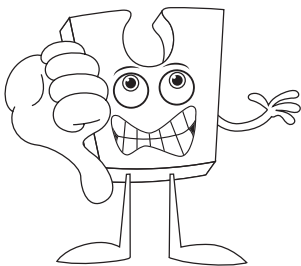
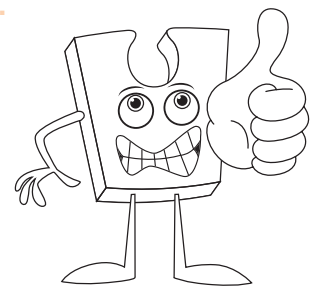
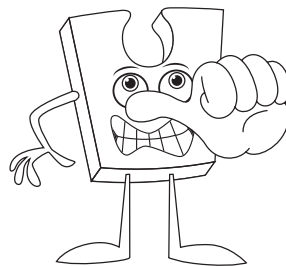
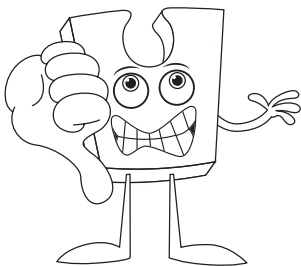
Relationships - Piece 1

Ages 5-6

Name

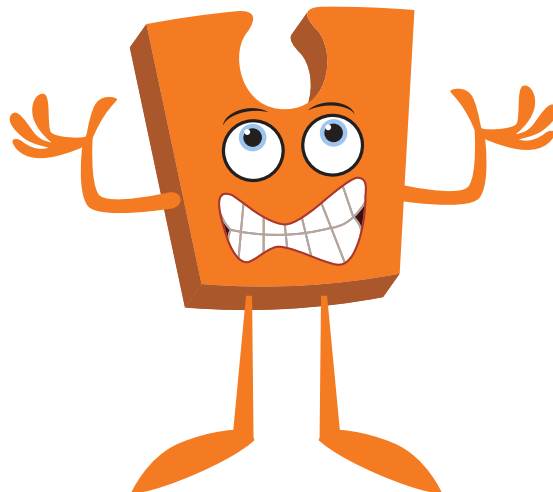
I can identify the members of my family and understand that there are lots of different types of families

I know how it feels to belong to a family and care about the people who are important to me



Puzzle 5: Relationships - Ages 5-6 - Piece 2

Making Friends	
Puzzle 6 Outcome Our Relationships Fiesta	Please teach me to... identify what being a good friend means to me know how to make a new friend
Resources Music and blanket for hedgehogs game OR children's names put into a hat Jigsaw Chime 'Calm Me' script Jigsaw Song: 'RELATIONSHIPS' PowerPoint slide of lonely child Jigsaw Jack Jigsaw Jerrie Cat Sets of 'A Good Friend Should...' cards, one set for each group Jigsaw Journals My Jigsaw Learning	Vocabulary Friends Friendship Qualities Caring Sharing Kind
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us Option 1: Play Hedgehogs. Children to move around the room to the music, when the music stops children curl up on the floor like hedgehogs. Ask the children to close their eyes. Put a blanket over one child, the others stand up and guess who is under the blanket. Ask the children what they like about the person who is under the blanket, being the hedgehog. Repeat as time allows. Option 2: Friendship Draw. Put all the children's names into a hat or container. Ask a child to draw a name from the hat. Everyone in the class can then suggest what they like about that person. Repeat as time allows. (It is advisable for every child in the class to be 'chosen' however there is not sufficient time in this lesson for that to happen. Therefore, teachers are advised to play the game at other suitable times during the week (e.g. before home time, after registration, etc), so that every child has had an opportunity for something positive to be said about them).	
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.	



Ask me this...

Does your mind feel calm and ready to learn?

Open my mind

Slide 1: Sing or listen to the Jigsaw song 'RELATIONSHIPS' and draw out from the children the aspects of friendship that the song describes. Explain some of the words that maybe unfamiliar to the children.

Tell me or show me

Slide 2: With the children sitting in a circle, ask them to suggest names of pairs of characters they know from story books, movies or TV who are good friends and get on well together. Explore these a little: why do they get on well? Do they always get on? Do they ever disagree or fall out with each other? What do they enjoy doing together?

Explain to the children that, to have good friends, we need to be a good friend.

Show the children the PowerPoint image of the child alone at play time and invite the children to suggest why the child in the picture is alone. Draw out that they could have fallen out with their friends, they could be new in school, or they might be feeling poorly or upset. Explain that sometimes people have to move away from their old friends/school, so it might be frightening to be in a new school where they don't know anyone.

Ask the children to suggest what they could do to be a good friend to this child. Give a short amount of thinking time in pairs and then pass Jigsaw Jack around to share ideas.

Remind children how they helped Jigsaw Jack feel like he belonged when he joined them at the start of the year.

Let me learn

Form the children into groups of 3 or 4. Give each group a set of the cards with qualities that might make a good friend. Ask them to discuss them and sort them according to whether they think they are true or false, e.g. a good friend should wear nice clothes; a good friend should be kind; a good friend should give you all their things, etc. Then ask the children to bring their favourite quality to the carpet to share with Jigsaw Jack.

Alternatively, this activity could be done as a whole class sorting the cards into true/false and then voting on the most important quality or qualities.

Help me reflect

Slide 3: Share the learning intentions from today's lesson (Piece) with the children. Ask them to assess their learning and record this on My Jigsaw Learning as in previous lessons.

What do we like about our friends in class?

What is a friend?

What makes people friends?

Do friends always get on well?

What makes a good friend?

What helps people to make friends?

What do you look for in a friend?

Notes



Relationships

Calm Me Script - Ages 5-6 - Piece 2

Children: In this Jigsaw Puzzle we are thinking carefully about Relationships, about the relationships we have with members of our families, relationships we have with our classmates, relationships we have with our friends and very importantly, the relationship we have with ourselves.

Relationships are very important to human beings as they give us company, help us feel loved and wanted, and relationships at school can help us learn.

So let's use our breathing and our Jigsaw Chime to calm our minds down, to feel relaxed and to focus our thoughts on our relationships.

So using your 'Calm Me' straight back, remembering there is a pretend golden thread pulling up through the top of your head and letting your spine grow nice and straight...have your feet flat on the floor and your hands resting lightly in your lap...and close your eyes.

Listen until you can't hear the sound any longer...(strike the chime)

Bring all your attention to your breathing and help your mind to feel a lovely deep breath. Feel the air coming in through your nostrils and notice how it fills up your lungs and then your tummy expands. Help your mind to follow the air as it moves out of your body and your tummy goes in again and you feel the warm air as it gently passes through your mouth.

Enjoy a few of these lovely calming breaths.

Now let your mind think about a person who is very special to you, a person you have a special relationship with. Can you make a picture in your mind of this very special person?

Can you fill up your body with the special feelings you have for this person? Can you smile as you think about your special person?

Let's enjoy thinking about our special people for a minute or two...

Now gently pretend your mind is like your computer and save your picture of your special person. You can find this picture any time you want to because it is saved safely in your mind.

Now gently notice your breathing as you take 3 deep, calm breaths while you listen to the sound of the chime fade away.

Wiggle your fingers and toes, take a big stretch and when you are ready, bring your awareness back to this moment, calm and ready to learn.





Relationships

Relationships Song PowerPoint Slide 1 - Ages 5-6 - Piece 2



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

VERSE:

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

CHORUS:

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

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

CHORUS:

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

CHORUS

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Relationships

Alone at Playtime Photo PowerPoint Slide 2 - Ages 5-6 - Piece 2





Relationships

Good Friend Cards - Ages 5-6 - Piece 2

A good friend should:

Be kind

Say sorry if they have upset you

Have no other friends

Care about other people

Have lots of toys and games

Only talk to me

Copy everything I do

Bring me presents all the time



Relationships

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



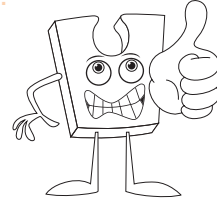
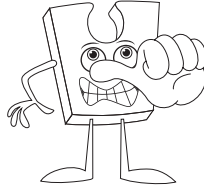
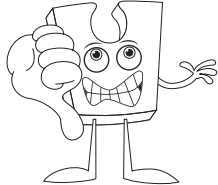
My Jigsaw Learning

Relationships - Piece 2

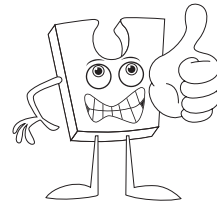
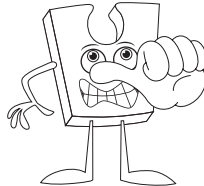
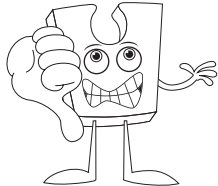
Ages 5-6

Name

I can identify what being a good friend means to me



I know how to make a new friend



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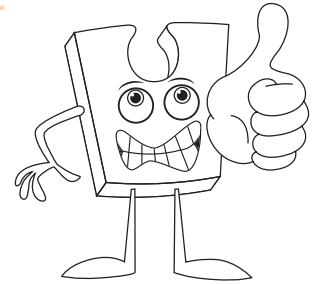
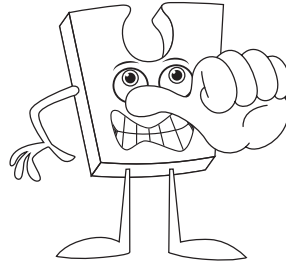
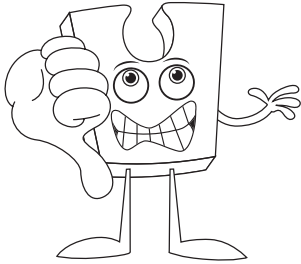
My Jigsaw Learning

Relationships - Piece 2

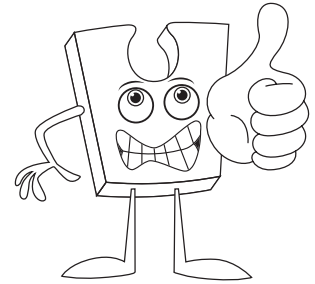
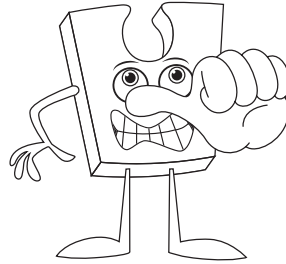
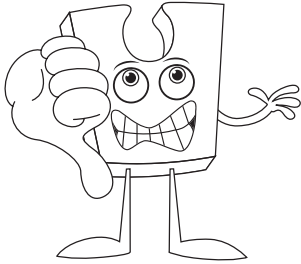
Ages 5-6

Name

I can identify what being a good friend means to me



I know how to make a new friend



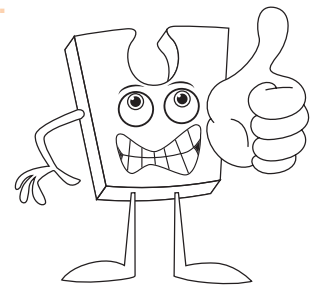
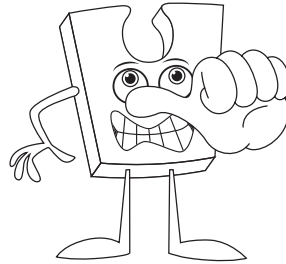
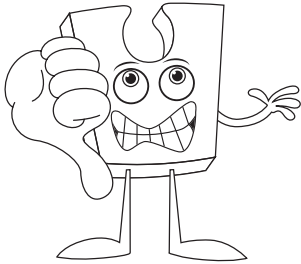
My Jigsaw Learning

Relationships - Piece 2

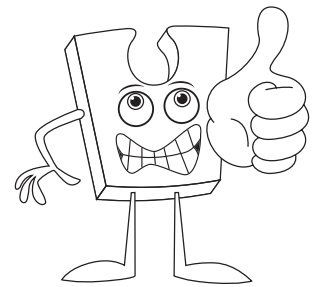
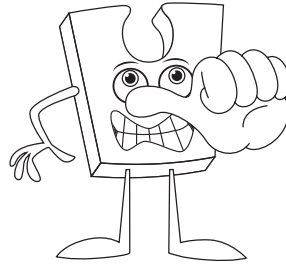
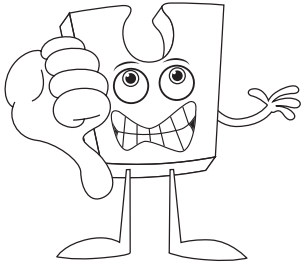
Ages 5-6

Name

I can identify what being a good friend means to me



I know how to make a new friend



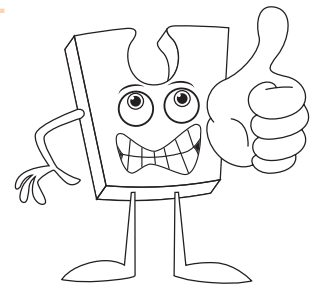
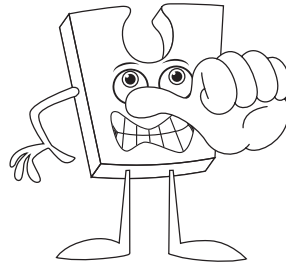
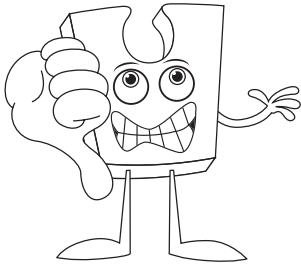
My Jigsaw Learning

Relationships - Piece 2

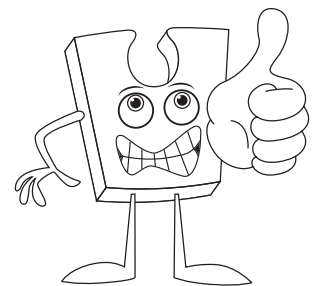
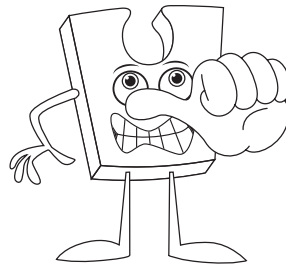
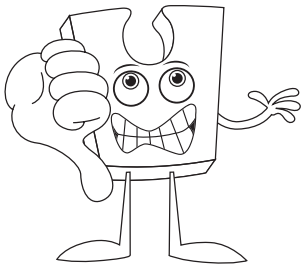
Ages 5-6

Name

I can identify what being a good friend means to me

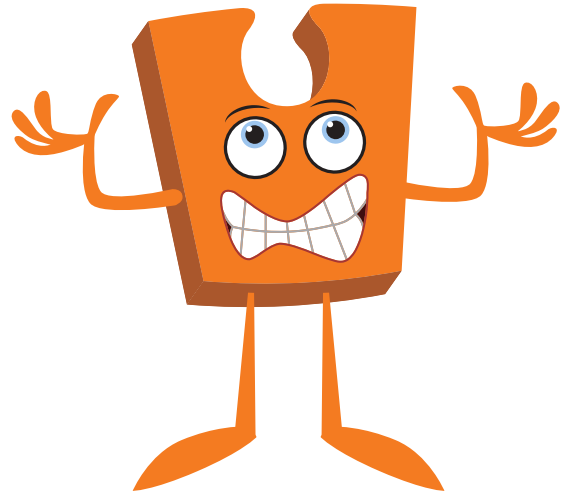


I know how to make a new friend



Puzzle 5: Relationships - Ages 5-6 - Piece 3

Greetings	
Puzzle 6 Outcome Our Relationships Fiesta	Please teach me to... know appropriate ways of physical contact to greet my friends and know which ways I prefer recognise which forms of physical contact are acceptable and unacceptable to me
Resources Jigsaw Chime 'Calm Me' script Holding Hands Images 'Feely bags' containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects Jigsaw Jack Jigsaw Jerrie Cat Jigsaw Journal My Jigsaw Learning	Vocabulary Greeting Touch Feel Texture Like Dislike
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	Ask me this... When do we hold hands? How does it feel? Does your mind feel calm and ready to learn?
Connect us Play Squeeze. With children and teacher all sitting in a circle, join hands round the circle and ask the children to close their eyes. The teacher squeezes the hand of the child to their left or right, that child passes the squeeze on to the next child and so on until the squeeze arrives back at the teacher. Open eyes and check that everybody got a squeeze.	
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	
Open my mind Slides 1-8: Show the children the images of people holding hands and discuss how they feel about holding hands: when and with whom. Draw out the learning that we all feel differently about holding hands, some like the feeling of holding hands with friends or parents/carers, some of us don't like holding hands with people we don't know very well. Explain that all these feelings are OK and we should try to listen to our bodies and minds when something feels OK and when something doesn't feel good.	
Pause Point: Slide 9:  Raise Jigsaw Jerrie's paws to indicate this Pause Point. Invite the children to pause for 30 seconds and focus on what they are thinking and feeling right now. They don't need to share their ideas and can keep these private.	



Tell me or show me

Using a 'feely bag', give the children the experience of different textures and explore vocabulary which can be used, e.g. hard, soft, warm, cold, cuddly, rough, smooth. Encourage the children to identify those that they like and those that they dislike. (This activity may work better as two smaller circles with a teacher leading one and a teaching assistant leading the other, rather than one large circle). Ensure that one of the items used is a teddy or soft toy - this could be Jigsaw Jack or Jigsaw Jerrie Cat.

The aim of this activity is for children to be confident in saying what feels good or not to them. (This underpins later safeguarding work relating to appropriate/inappropriate touch.)

Let me learn

The teacher role plays with different children various ways of greeting using different types of physical contact e.g. shaking hands, hugging, high five, gently bumping fists. Discuss with the children how they greet friends, family, teachers, etc. and ensure they understand that different types of physical greeting are acceptable or not in different situations. Explain that it is OK to say 'no' if there is a touch they don't like.

If time, children work in friendship groups/pairs to come up with a special way of greeting each other using some kind of physical touch which is acceptable to all members of the group. Debrief as appropriate.

Help me reflect

Slide 10: Using the learning intentions from today's Piece (lesson) and the My Jigsaw Learning resource, ask the children to reflect on their learning today. Are they a thumb (up/neutral/down) for each learning intention?

What textures do you like to feel?

What textures do you not like to feel?

Are there some textures that everyone likes?

Are there some textures that we do not like?

Is it OK not to like how something feels?

Can you say what you like and dislike?

Can you say 'no' to a touch you don't like?

Can you say 'Please don't touch me like that, I don't like it'?

Notes



Relationships

Calm Me Script - Ages 5-6 - Piece 3

Children: In this Jigsaw Puzzle we are thinking carefully about Relationships, about the relationships we have with members of our families, relationships we have with our classmates, relationships we have with our friends and very importantly, the relationship we have with ourselves.

Relationships are very important to human beings as they give us company, help us feel loved and wanted, and relationships at school can help us learn.

So let's use our breathing and our Jigsaw Chime to calm our minds down, to feel relaxed and to focus our thoughts on our relationships.

So using your 'Calm Me' straight back, remembering there is a pretend golden thread pulling up through the top of your head and letting your spine grow nice and straight...have your feet flat on the floor and your hands resting lightly in your lap...and close your eyes.

Listen until you can't hear the sound any longer...(strike the chime)

Bring all your attention to your breathing and help your mind to feel a lovely deep breath. Feel the air coming in through your nostrils and notice how it fills up your lungs and then your tummy expands. Help your mind to follow the air as it moves out of your body and your tummy goes in again and you feel the warm air as it gently passes through your mouth.

Enjoy a few of these lovely calming breaths.

Now let your mind think about a person who is very special to you, a person you have a special relationship with. Can you make a picture in your mind of this very special person?

Can you fill up your body with the special feelings you have for this person? Can you smile as you think about your special person?

Let's enjoy thinking about our special people for a minute or two...

Now gently pretend your mind is like your computer and save your picture of your special person. You can find this picture any time you want to because it is saved safely in your mind.

Now gently notice your breathing as you take 3 deep, calm breaths while you listen to the sound of the chime fade away.

Wiggle your fingers and toes, take a big stretch and when you are ready, bring your awareness back to this moment, calm and ready to learn.



Relationships

Holding Hands Images PowerPoint Slides 1-8 - Ages 5-6 - Piece 3





Relationships

Jerrie Cat PowerPoint Slide 9 - Ages 5-6 - Piece 3



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Relationships

PowerPoint Slide 10: My Jigsaw Learning - Ages 5-6 - Piece 3



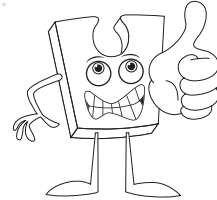
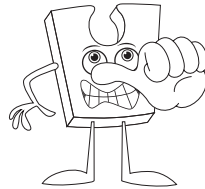
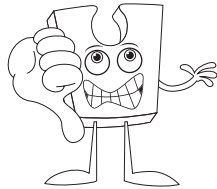
My Jigsaw Learning

Relationships - Piece 3

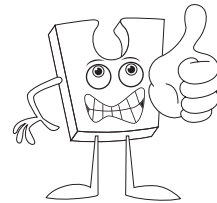
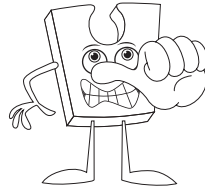
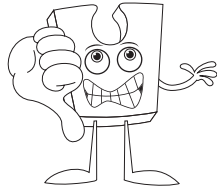
Ages 5-6

Name

I know appropriate ways of physical contact to greet my friends and know which ways I prefer



I can recognise which forms of physical contact are acceptable and unacceptable to me



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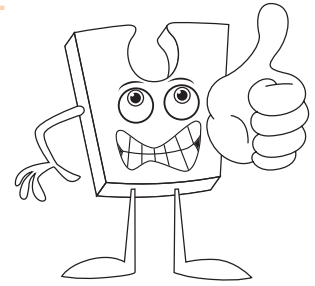
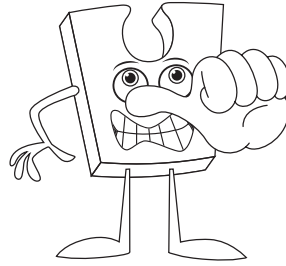
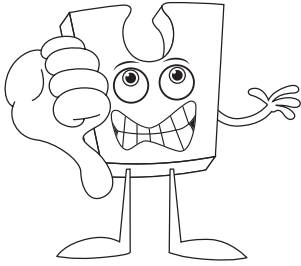
My Jigsaw Learning

Relationships - Piece 3

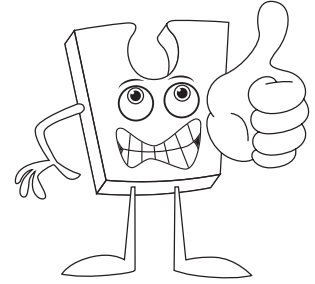
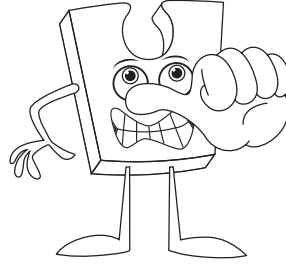
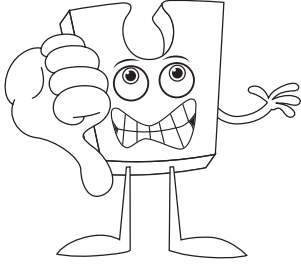
Ages 5-6

Name

I know appropriate ways of physical contact to greet my friends and know which ways I prefer



I can recognise which forms of physical contact are acceptable and unacceptable to me



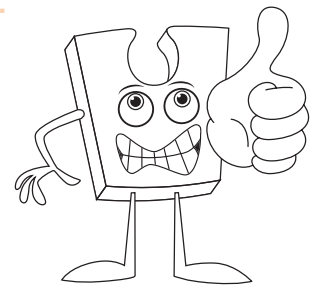
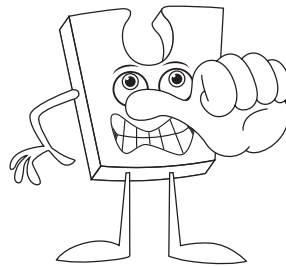
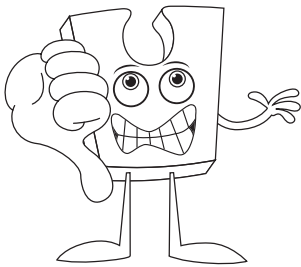
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Relationships - Piece 3

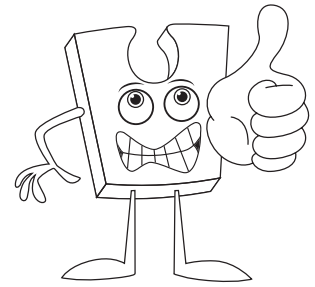
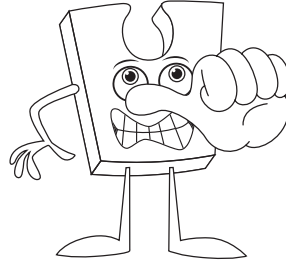
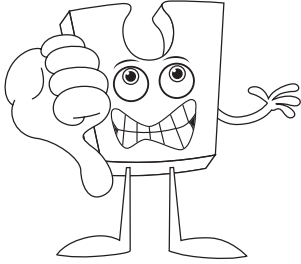
Ages 5-6

Name

I know appropriate ways of physical contact to greet my friends and know which ways I prefer



I can recognise which forms of physical contact are acceptable and unacceptable to me



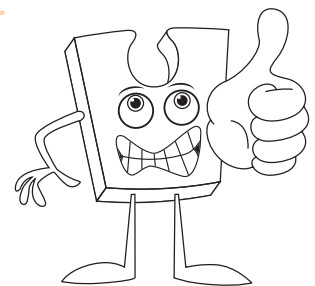
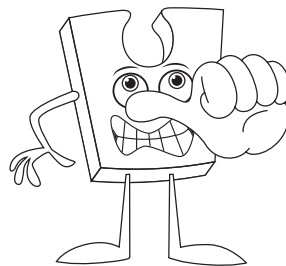
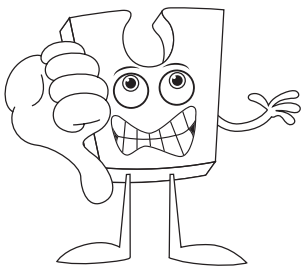
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Relationships - Piece 3

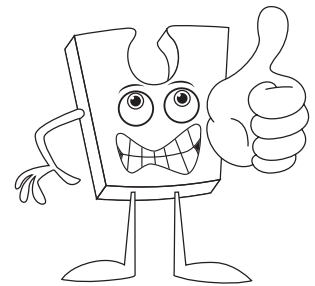
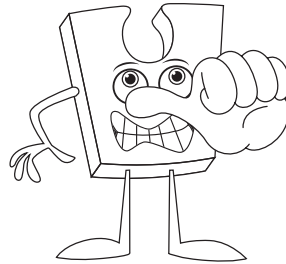
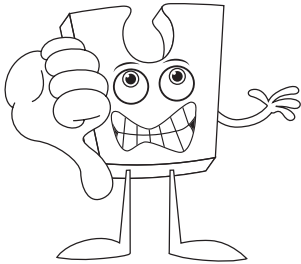
Ages 5-6

Name

I know appropriate ways of physical contact to greet my friends and know which ways I prefer



I can recognise which forms of physical contact are acceptable and unacceptable to me



Pause Point: Slide 1:  Raise Jigsaw Jerrie's paws to indicate this Pause Point. Invite the children to pause for 30 seconds and focus on what they are thinking and feeling right now. They don't need to share their ideas and can keep these private.

Let me learn

Using one of the scenario cards e.g. you have fallen over in the playground and hurt your knee, ask two children to act out this scenario, one being the child who is hurt and the other being the teacher on duty. Help the children rehearse the words to convey the problem e.g. "Please help me, miss, I fell over and hurt my knee." "Oh dear, let me see, perhaps it needs a plaster." Practise a few times to demonstrate how to ask for help.

Then in talking partners give the children different scenario cards and ask them to practise asking for help. Some of these could be acted out.

Whilst children are role playing take photos for their Jigsaw Journals.

Help me reflect

Slide 2: Using the learning intentions from today's Piece (lesson) and the My Jigsaw Learning resource, ask the children to reflect on their learning today. Are they a thumb (up/neutral/down) for each learning intention?

Who would you ask for help if...?

How could you ask for help?

Who helps you the most in school?

Notes



Relationships

Calm Me Script - Ages 5-6 - Piece 4

Children: In this Jigsaw Puzzle we are thinking carefully about Relationships, about the relationships we have with members of our families, relationships we have with our classmates, relationships we have with our friends and very importantly, the relationship we have with ourselves.

Relationships are very important to human beings as they give us company, help us feel loved and wanted, and relationships at school can help us learn.

So let's use our breathing and our Jigsaw Chime to calm our minds down, to feel relaxed and to focus our thoughts on our relationships.

So using your 'Calm Me' straight back, remembering there is a pretend golden thread pulling up through the top of your head and letting your spine grow nice and straight...have your feet flat on the floor and your hands resting lightly in your lap...and close your eyes.

Listen until you can't hear the sound any longer... (strike the chime)

Bring all your attention to your breathing and help your mind to feel a lovely deep breath. Feel the air coming in through your nostrils and notice how it fills up your lungs and then your tummy expands. Help your mind to follow the air as it moves out of your body and your tummy goes in again and you feel the warm air as it gently passes through your mouth.

Enjoy a few of these lovely calming breaths.

Now let's practise our 4/6 breathing. Breathe in and silently in your mind count to 4, all on that big gentle breath 1..2..3..4.

Then very slowly and gently let that breath leave your body through your mouth and while it is on its way silently in your mind count to 6, ... 1..2..3..4..5..6.

Take 3 more 4/6 breaths.

Now let your mind think about one of your best friends, a friend who is special to you, a person you have a special friendship with. Can you make a picture in your mind of this very special friend?

Can you fill up your body with the special feelings you have for this person? Can you smile as you think about your special friend?

Help your mind to build a picture of your friend.

Let's enjoy thinking about our special friends for a minute or two...

Now gently pretend your mind is like your computer and save your picture of your special friend. You can find this picture any time you want to because it is saved safely in your mind. All you have to do is close your eyes and ask your mind to find this picture for you.

Now gently notice your breathing as you take a deep, calm breath and, when you can no longer hear the chime, bring the lovely feelings back to the classroom with you.

Wiggle your fingers and toes, take a big stretch and when you are ready, bring your awareness back to this moment, calm and ready to learn.



Relationships

People Cards - Ages 5-6 - Piece 4



Teacher



Lollipop Person



School Secretary



Caretaker

Relationships

People Cards - Ages 5-6 - Piece 4



Head Teacher



Teaching Assistant



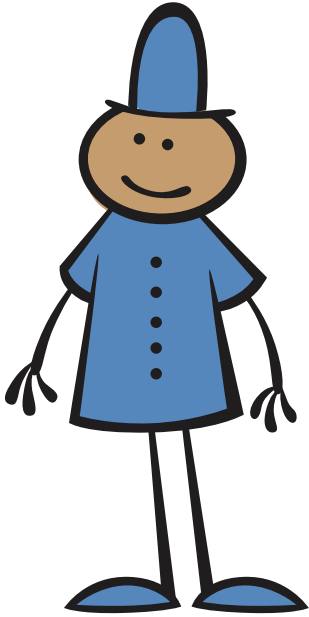
Lunchtime Supervisor



Playground Leader

Relationships

People Cards - Ages 5-6 - Piece 4



Police Officer



Vicar



Nurse



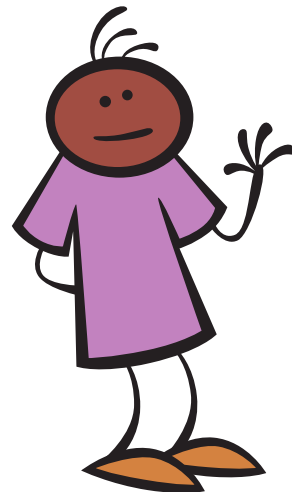
Dentist

Relationships

People Cards - Ages 5-6 - Piece 4



Grandma





Relationships

Scenario Cards - Ages 5-6 - Piece 4

You fall over and hurt your knee

You are stuck with your numeracy work

The toilet is flooded

You have lost your lunch box

Someone called you a name

You are worried about your mum

You forgot your PE kit

Your friend won't let you play

Your best friend is not at school today



Relationships

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



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Relationships

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



My Jigsaw Learning

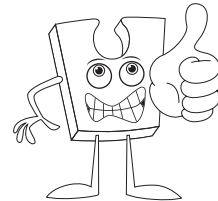
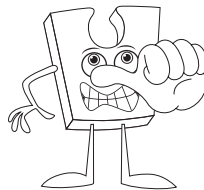
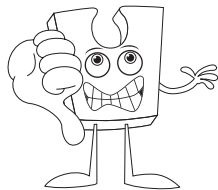
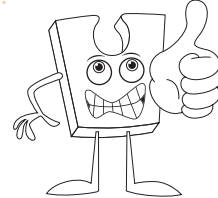
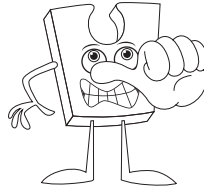
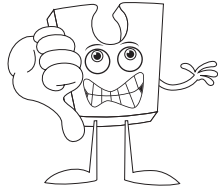
Relationships - Piece 4

Ages 5-6

Name

I know who can help me
in my school community

I know when I need help
and know how to ask for it



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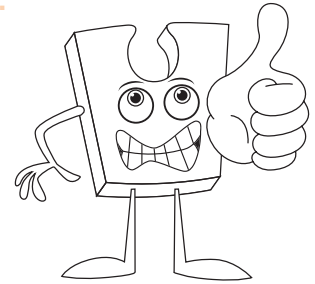
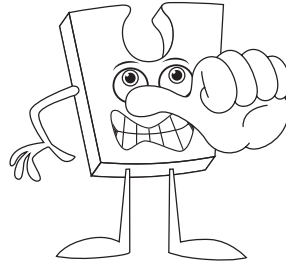
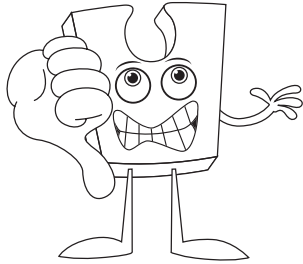
My Jigsaw Learning

Relationships - Piece 4

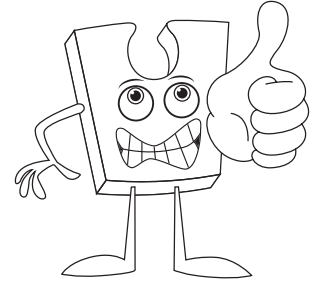
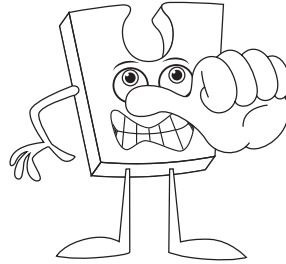
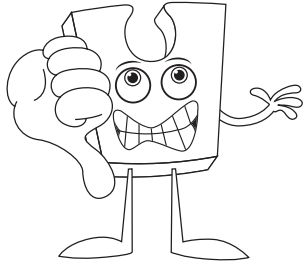
Ages 5-6

Name

I know who can help me
in my school community



I know when I need help
and know how to ask for it



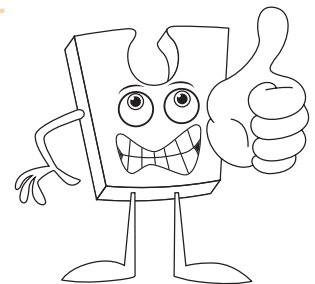
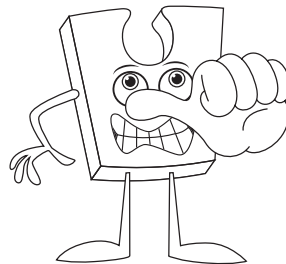
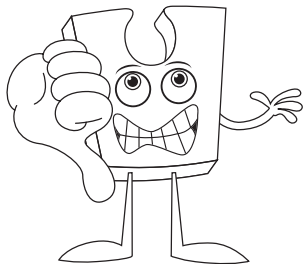
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Relationships - Piece 4

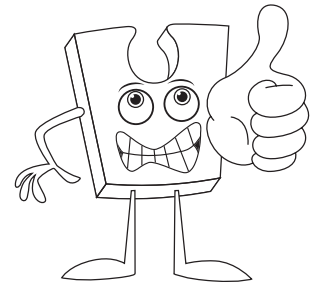
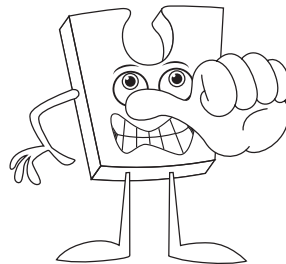
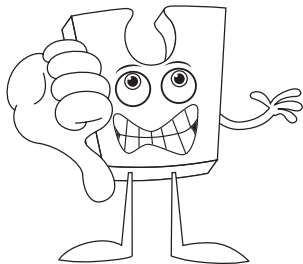
Ages 5-6

Name

I know who can help me
in my school community



I know when I need help
and know how to ask for it



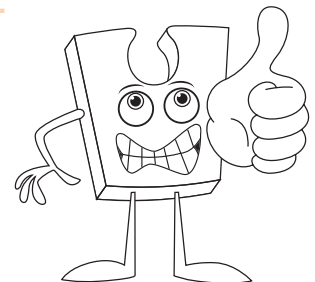
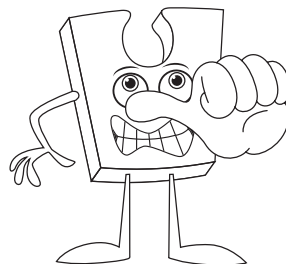
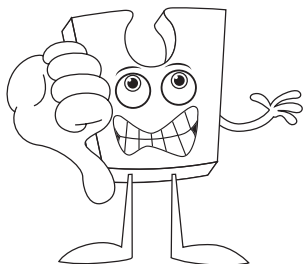
My Jigsaw Learning

Relationships - Piece 4

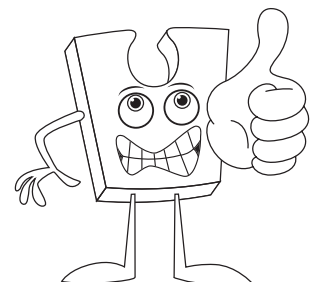
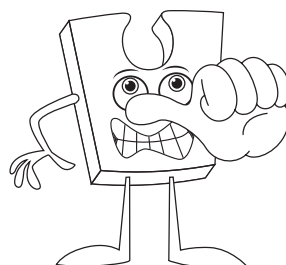
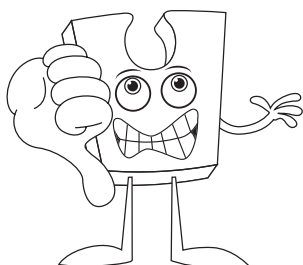
Ages 5-6

Name

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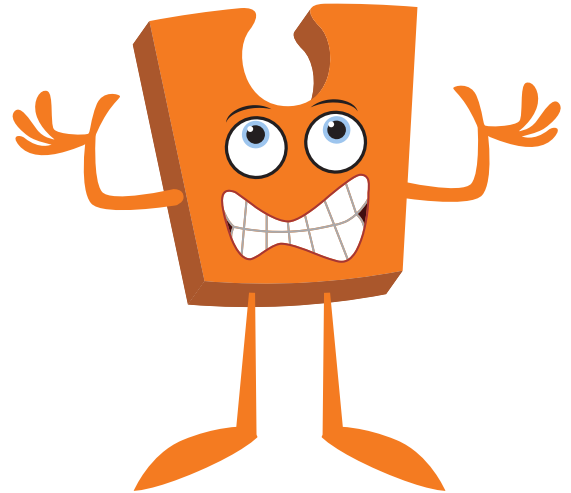


I know when I need help
and know how to ask for it



Puzzle 5: Relationships - Ages 5-6 - Piece 5

Being My Own Best Friend	
Puzzle 5 Outcome Our Relationships Fiesta	Please teach me to... recognise my qualities as a person and a friend know ways to praise myself
Resources Bottle weighted with water or sand or children's names in a hat Jigsaw Chime 'Calm Me' script Jigsaw Jack Jigsaw Jerrie Cat PowerPoint of incredible children 'The Incredible Me' picture frame template My Jigsaw Learning	Vocabulary Confidence Praise Qualities Skills Self belief Incredible Proud
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us Option 1: Play Spin the Bottle: Using an empty plastic bottle (weighted with water or sand), ask a child to spin the bottle and see who the neck end points to. That child says one thing they really enjoy doing and one thing they are good at. Make sure that all understand this is not about 'boasting' but just knowing our own strengths, and no-one should criticise or question another's statement about themselves. If children are struggling to think of something, invite other members of the class to suggest some ideas.	
Option 2: Play 'Incredible me'. Put all the children's names into a hat or container. Draw a name from the hat and ask that child to say one thing they are really good at and one thing they enjoy. If children are struggling to think of something, invite other members of the class to suggest some ideas. (It is advisable for every child in the class to be 'chosen' however there is not sufficient time in this lesson for that to happen. Therefore, teachers are advised to play the game at other suitable times during the week (e.g. before home time, after registration, etc), so that every child has had an opportunity).	
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.	



Ask me this...

What are you good at?
 What do you enjoy doing?

Does your mind feel calm and ready to learn?

Open my mind

With the children seated in a circle, explain that Jigsaw Jack has been feeling a bit down and lacking confidence – we need to give some encouragement. In pairs, ask them to decide on something they could say that Jack is really good at. This could be a particular skill – great footballer, good at writing, good singer, etc; or it might be a personal quality – kind, friendly, reliable, great sense of humour, etc. Then go round the circle and let each pair give their little bit of praise, perhaps with a sentence stem such as “Hey Jigsaw Jack, you should be proud because you...”

Point out that praise helps all of us to feel good about ourselves, and it is important to be able to praise ourselves and recognise what our own qualities are.

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause for 30 seconds and focus on what they are thinking and feeling right now. They don't need to share their ideas and can keep these private.

Tell me or show me

Slides 2-9: Show PowerPoint slides of children being the best they can be and ask the children to identify how each child is 'incredible'. When children respond ask them to use the stem sentence: 'I think the child is incredible because...'

Let me learn

Give each child a picture frame template and invite them to draw a picture entitled 'The Incredible Me'. Underneath it ask them to complete the sentence 'I am incredible because...'

Help me reflect

Slide 10: Using the learning intentions from this lesson (Piece) and the My Jigsaw Learning resource invite the children to reflect on their learning and record this to include in their Jigsaw Journals.

Can we try to praise each other this week?

Is everybody incredible in some way?
How can you make the best of your qualities?

Notes

Certificates

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



Relationships

Calm Me Script - Ages 5-6 - Piece 5

Children: In this Jigsaw Puzzle we are thinking carefully about Relationships, about the relationships we have with members of our families, relationships we have with our classmates, relationships we have with our friends and very importantly, the relationship we have with ourselves.

Relationships are very important to human beings as they give us company, help us feel loved and wanted, and relationships at school can help us learn.

So let's use our breathing and our Jigsaw Chime to calm our minds down, to feel relaxed and to focus our thoughts on our relationships.

So using your 'Calm Me' straight back, remembering there is a pretend golden thread pulling up through the top of your head and letting your spine grow nice and straight...have your feet flat on the floor and your hands resting lightly in your lap...and close your eyes.

Listen until you can't hear the sound any longer... (strike the chime)

Bring all your attention to your breathing and help your mind to feel a lovely deep breath. Feel the air coming in through your nostrils and notice how it fills up your lungs and then your tummy expands. Help your mind to follow the air as it moves out of your body and your tummy goes in again and you feel the warm air as it gently passes through your mouth.

Enjoy a few of these lovely calming breaths.

Now let's practise our 4/6 breathing. Breathe in and silently in your mind count to 4, all on that big gentle breath 1..2..3..4.

Then very slowly and gently let that breath leave your body through your mouth and while it is on its way silently in your mind count to 6, ... 1..2..3..4..5..6.

Take 3 more 4/6 breaths.

Now let your mind think about one of your best friends, a friend who is special to you, a person you have a special friendship with. Can you make a picture in your mind of this very special friend?

Can you fill up your body with the special feelings you have for this person? Can you smile as you think about your special friend?

Help your mind to build a picture of your friend.

Let's enjoy thinking about our special friends for a minute or two...

Now gently pretend your mind is like your computer and save your picture of your special friend. You can find this picture any time you want to because it is saved safely in your mind. All you have to do is close your eyes and ask your mind to find this picture for you.

Now gently notice your breathing as you take a deep, calm breath and, when you can no longer hear the chime, bring the lovely feelings back to the classroom with you.

Wiggle your fingers and toes, take a big stretch and when you are ready, bring your awareness back to this moment, calm and ready to learn.





Relationships

Jerrie Cat PowerPoint Slide 1 - Ages 5-6 - Piece 5



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Relationships

Incredible Children PowerPoint Slides 2-9 - Ages 5-6 - Piece 5



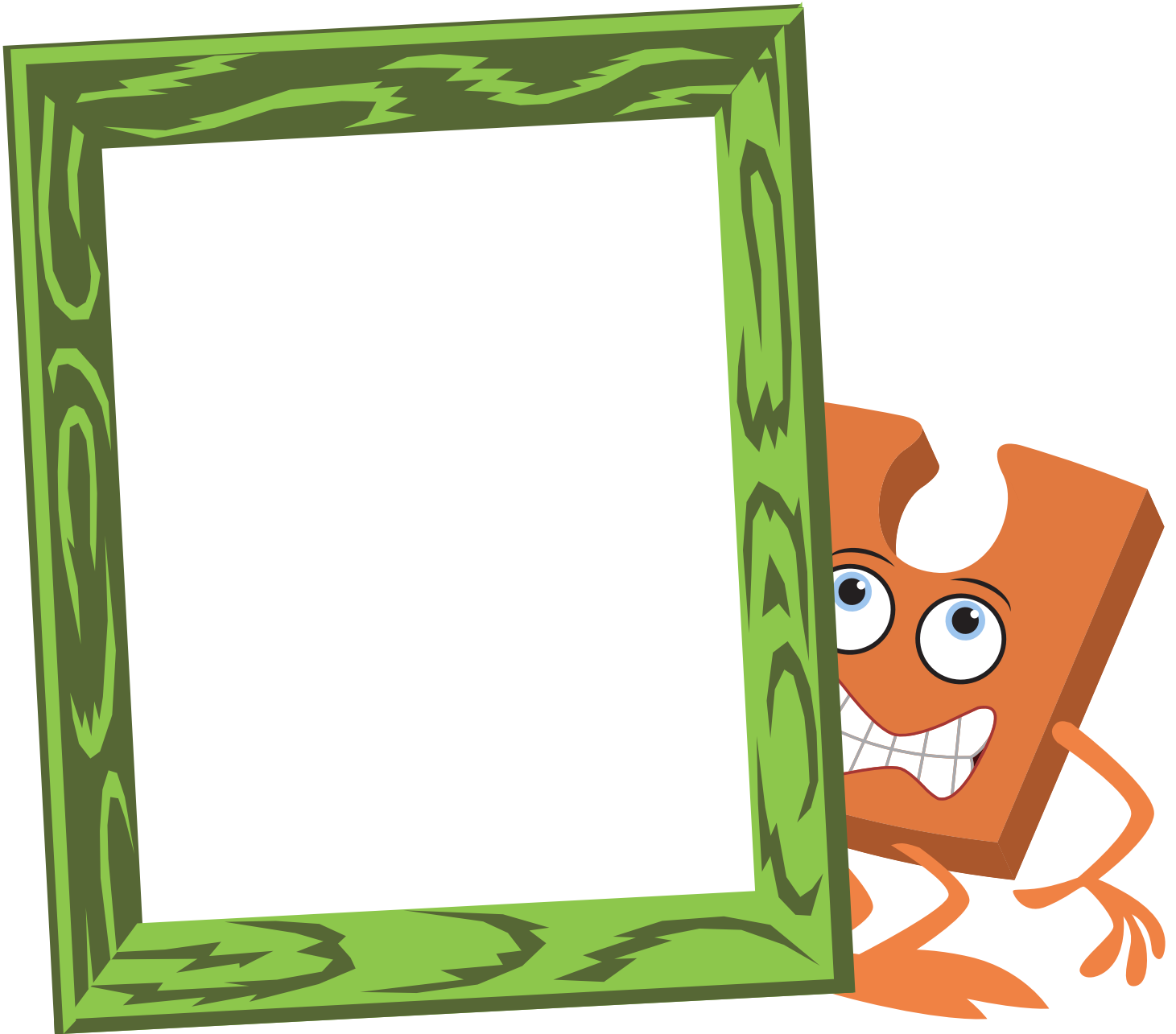
Relationships

Incredible Children PowerPoint Slides 2-9 - Ages 5-6 - Piece 5



Relationships

The Incredible Me Picture Frame Template - Ages 5-6 - Piece 5



I am incredible because

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Relationships

PowerPoint Slide 10: My Jigsaw Learning - Ages 5-6 - Piece 5



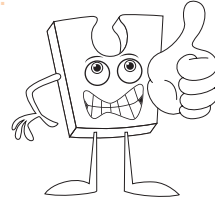
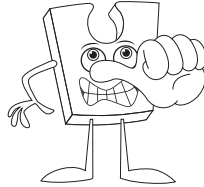
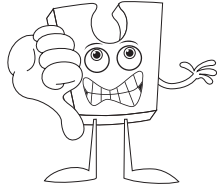
My Jigsaw Learning

Relationships - Piece 5

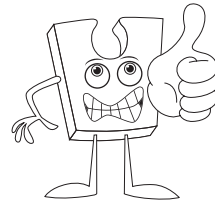
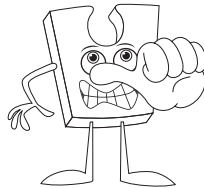
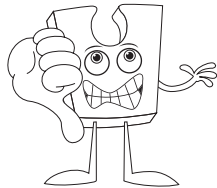
Ages 5-6

Name

I can recognise my qualities
as a person and a friend



I know ways to
praise myself



© Jigsaw PSHE Ltd

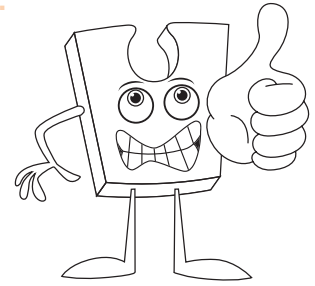
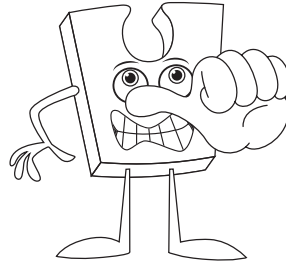
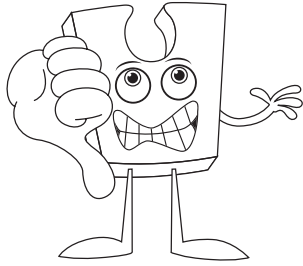
My Jigsaw Learning

Relationships - Piece 5

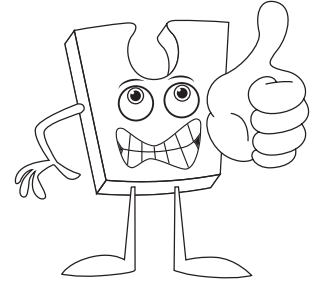
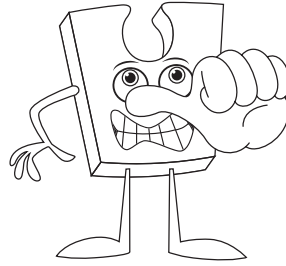
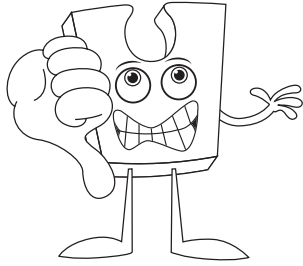
Ages 5-6

Name

I can recognise my qualities
as a person and a friend



I know ways to
praise myself



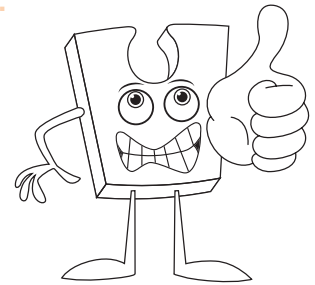
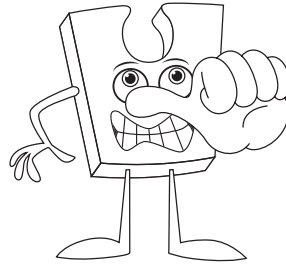
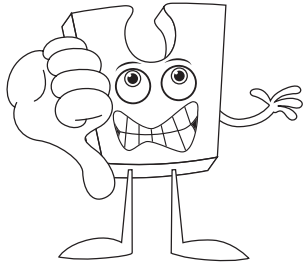
My Jigsaw Learning

Relationships - Piece 5

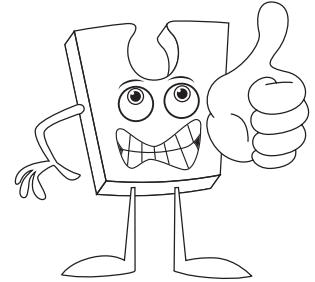
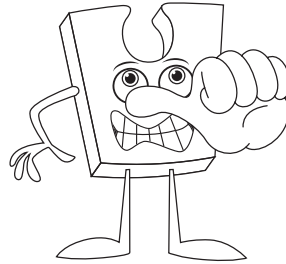
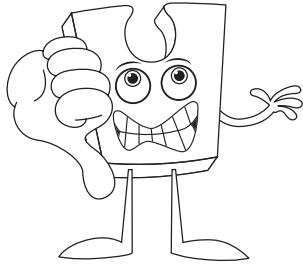
Ages 5-6

Name

I can recognise my qualities
as a person and a friend



I know ways to
praise myself



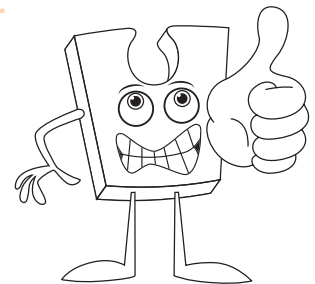
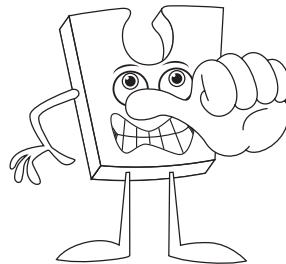
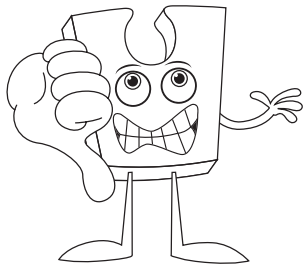
My Jigsaw Learning

Relationships - Piece 5

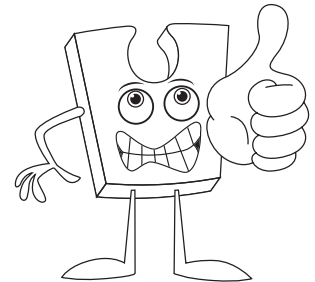
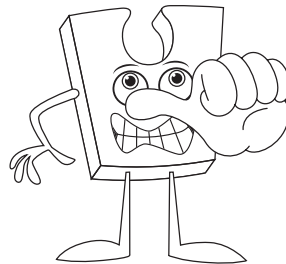
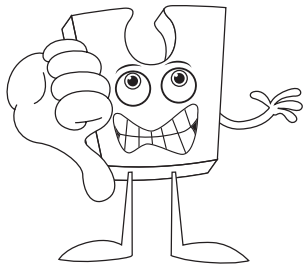
Ages 5-6

Name

I can recognise my qualities
as a person and a friend



I know ways to
praise myself



Puzzle 5: Relationships - Ages 5-6 - Piece 6

Celebrating My Special Relationships	
Puzzle 5 Outcome Our Relationship Fiesta	Please teach me to... tell you why I appreciate someone who is special to me express how I feel about them
Resources Jigsaw Chime Bottle weighted with water or sand 'Calm Me' script Jigsaw Jack Jigsaw Jerrie Cat Balloons Balloon label template Jigsaw Jack's balloon with pre-prepared label String Jigsaw Journals My Jigsaw Learning Certificates	Vocabulary Celebrate Relationships Special Appreciate Feelings



Teaching and Learning Notes 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 weekly 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. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play Spin the Bottle but this time, the child it points to says someone who is special to them. Reinforce with the class that we all have special people in our lives, these might be in school or at home. Make sure all the children have a turn to mention someone special to them. Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime. Open my mind Ask the children to think about the person they named in Connect us, and to think of some reasons why that person is special to them. Teachers may wish to allow some brief discussion time in pairs if this is helpful. As in Connect us, pass Jigsaw Jack around the circle and invite the children to say why the person they chose is special. (Teachers may wish to scribe or record the children's answers as part of the summative assessment of this unit of work (Puzzle)).	Ask me this... Does your mind feel calm and ready to learn? Who is special to you? Why are they special? Who are the different kinds of people who have a special place in our lives?
---	---

Tell me or show me and Let me learn

Bring Jigsaw Jack to the circle holding a balloon and tell the children that Jigsaw Jack's balloon has a special label on it. Show it to the children and read out what it says. 'You are special to me because you give me hugs when I feel upset and I like playing games with you.'

Give the children a balloon label template each and ask them to draw a picture of the person who is special to them on it and to complete the sentence 'You are special to me because...'

The labels can then be tied onto a balloon for each of the children to include in the End of Puzzle outcome as agreed with your Jigsaw Subject Leader prior to the start of this unit (Puzzle) (Balloons on sticks).

It may be appropriate to organise this part of the lesson so that groups of children work with adults in turn. This activity can provide an opportunity for the teacher to summatively assess each child's understanding of the Puzzle (unit).

For additional clarity and to extend the children's understanding, it may be helpful to ask the children questions such as those below to determine whether they are 'working at' or 'working beyond'. It would be helpful if an adult could scribe their responses.

- How does your special person help you feel safe and good about yourself?
- What do you do to make this relationship special?
- What sort of person would you NOT like to have a relationship with?
- How does it feel to have a special person?
- How can we show that someone is special to us?

Help me reflect

Slide 1: The children complete My Jigsaw Learning for this lesson (piece) as before.

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

Notes



Relationships

Calm Me Script - Ages 5-6 - Piece 6

Children: In this Jigsaw Puzzle we are thinking carefully about Relationships, about the relationships we have with members of our families, relationships we have with our classmates, relationships we have with our friends and very importantly, the relationship we have with ourselves.

Relationships are very important to human beings as they give us company, help us feel loved and wanted, and relationships at school can help us learn.

So let's use our breathing and our Jigsaw Chime to calm our minds down, to feel relaxed and to focus our thoughts on our relationships.

So using your 'Calm Me' straight back, remembering there is a pretend golden thread pulling up through the top of your head and letting your spine grow nice and straight...have your feet flat on the floor and your hands resting lightly in your lap...and close your eyes.

Listen until you can't hear the sound any longer... (strike the chime)

Bring all your attention to your breathing and help your mind to feel a lovely deep breath. Feel the air coming in through your nostrils and notice how it fills up your lungs and then your tummy expands. Help your mind to follow the air as it moves out of your body and your tummy goes in again and you feel the warm air as it gently passes through your mouth.

Enjoy a few of these lovely calming breaths.

Now let's practise our 4/6 breathing. Breathe in and silently in your mind count to 4, all on that big gentle breath 1..2..3..4.

Then very slowly and gently let that breath leave your body through your mouth and while it is on its way silently in your mind count to 6, ... 1..2..3..4..5..6.

Take 3 more 4/6 breaths.

Now let your mind think about one of your best friends, a friend who is special to you, a person you have a special friendship with. Can you make a picture in your mind of this very special friend?

Can you fill up your body with the special feelings you have for this person? Can you smile as you think about your special friend?

Help your mind to build a picture of your friend.

Let's enjoy thinking about our special friends for a minute or two...

Now gently pretend your mind is like your computer and save your picture of your special friend. You can find this picture any time you want to because it is saved safely in your mind. All you have to do is close your eyes and ask your mind to find this picture for you.

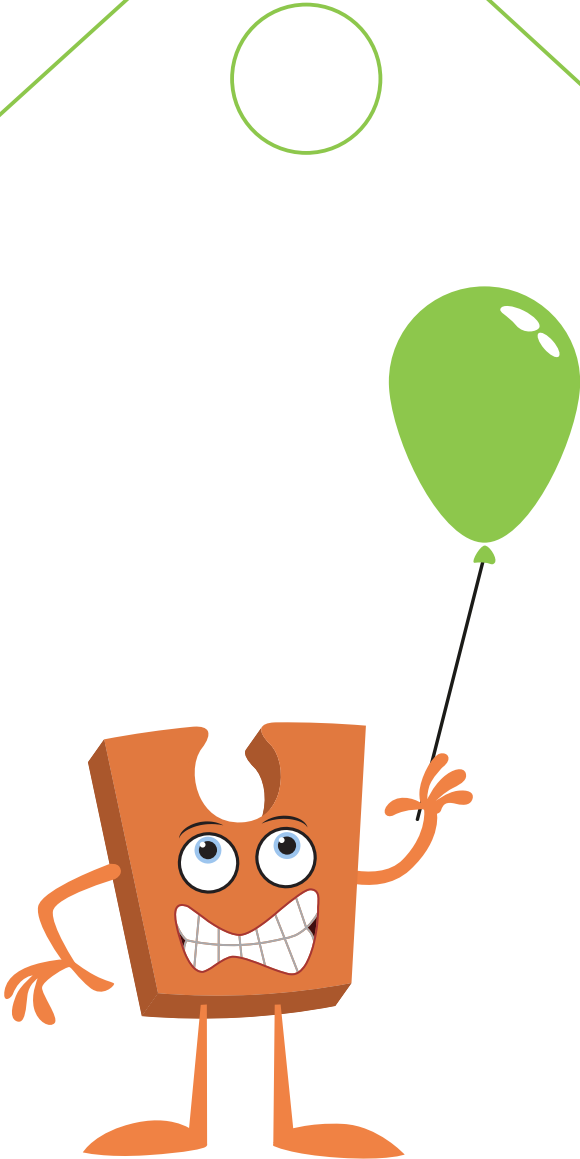
Now gently notice your breathing as you take a deep, calm breath and, when you can no longer hear the chime, bring the lovely feelings back to the classroom with you.

Wiggle your fingers and toes, take a big stretch and when you are ready, bring your awareness back to this moment, calm and ready to learn.



Relationships

Balloon Label Template - Ages 5-6 - Piece 6



You are special to me because

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Relationships

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



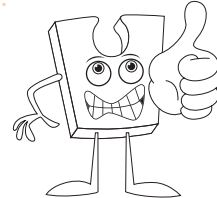
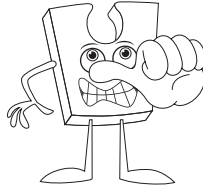
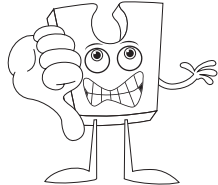
My Jigsaw Learning

Relationships - Piece 6

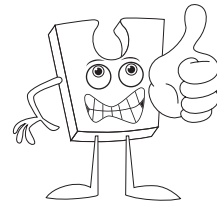
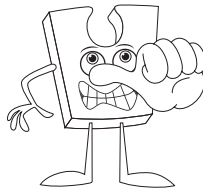
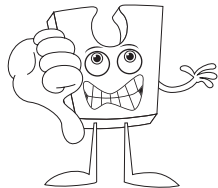
Ages 5-6

Name

I can tell you why I
appreciate someone who
is special to me



I can express how I feel
about them



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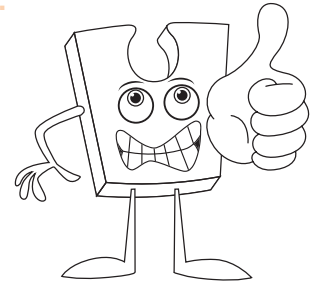
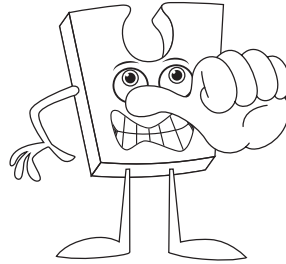
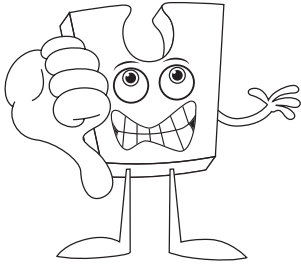
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Relationships - Piece 6

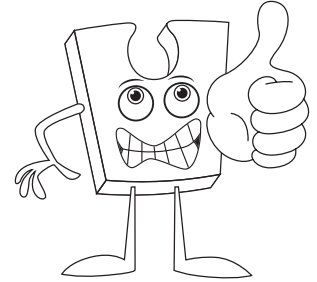
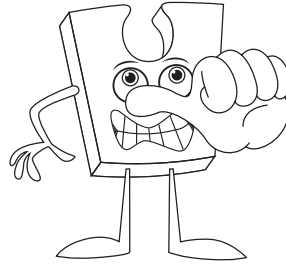
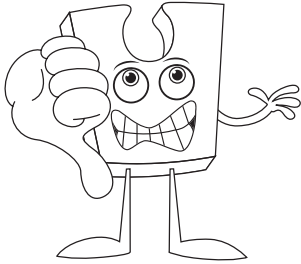
Ages 5-6

Name

I can tell you why I appreciate someone who is special to me



I can express how I feel about them



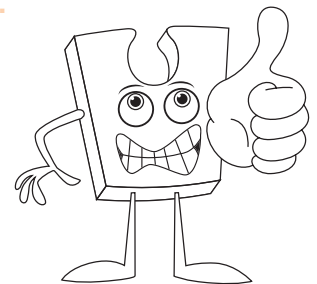
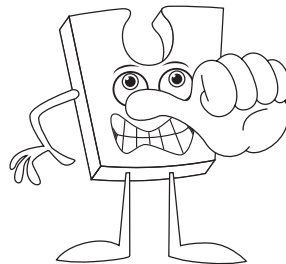
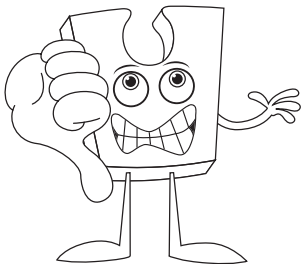
My Jigsaw Learning

Relationships - Piece 6

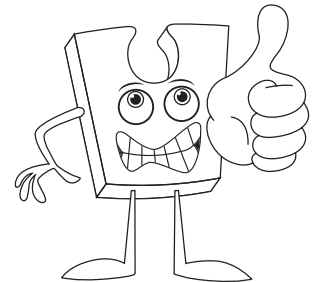
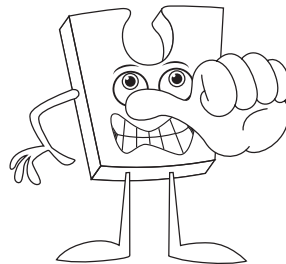
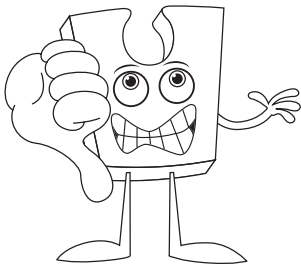
Ages 5-6

Name

I can tell you why I appreciate someone who is special to me



I can express how I feel about them



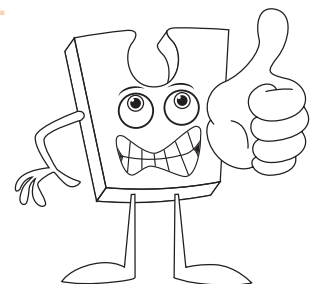
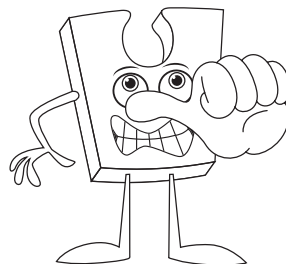
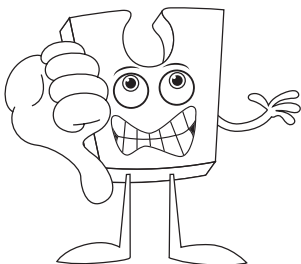
My Jigsaw Learning

Relationships - Piece 6

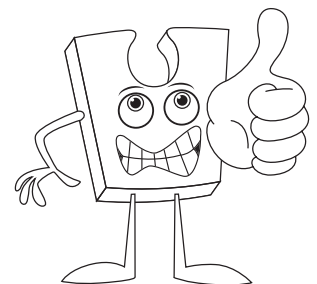
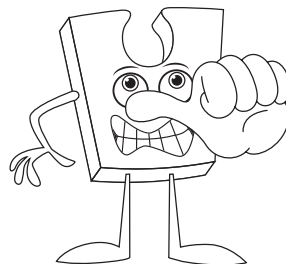
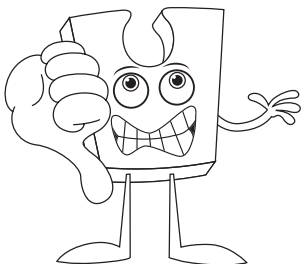
Ages 5-6

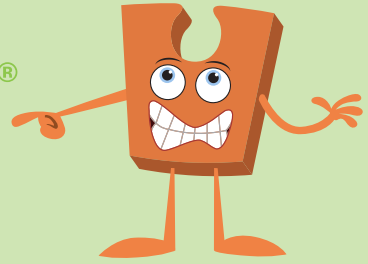
Name

I can tell you why I appreciate someone who is special to me



I can express how I feel about them





Relationships

Well done!



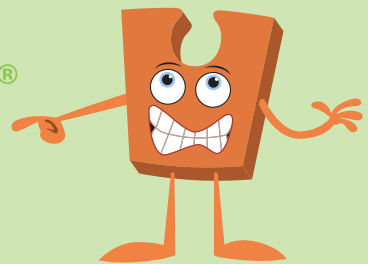
Please feel proud that you have learnt to:



I am especially pleased that you:

I am proud that I can:

Signed: Date:



Relationships

Well done!



Please feel proud that you have learnt to:



I am especially pleased that you:

I am proud that I can:

Signed: Date:

Exemplification for Ages 5-6 Relationships Puzzle

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

	WORKING TOWARDS
My special person is my Dad. He is special because he makes me feel safe.	
I can ask my Dad for help if I need it.	

Ages 5-6 expectation	WORKING AT
My special person is my friend. They play with me and are kind. We are friends because we care about each other. I am kind to my friend, especially when they are sad or poorly.	
I like my friend because they are helpful. If my friend wasn't a caring person, I wouldn't want to be friends with them.	

	WORKING BEYOND
When I am kind to my baby sister it makes me feel good too. Sometimes she cries, but I can make her stop by playing with her. She smiles at me and that's how I know she is enjoying the game.	
When I help with my sister, my parents give me a cuddle and that makes me feel safe and loved and I know they appreciate me helping.	

