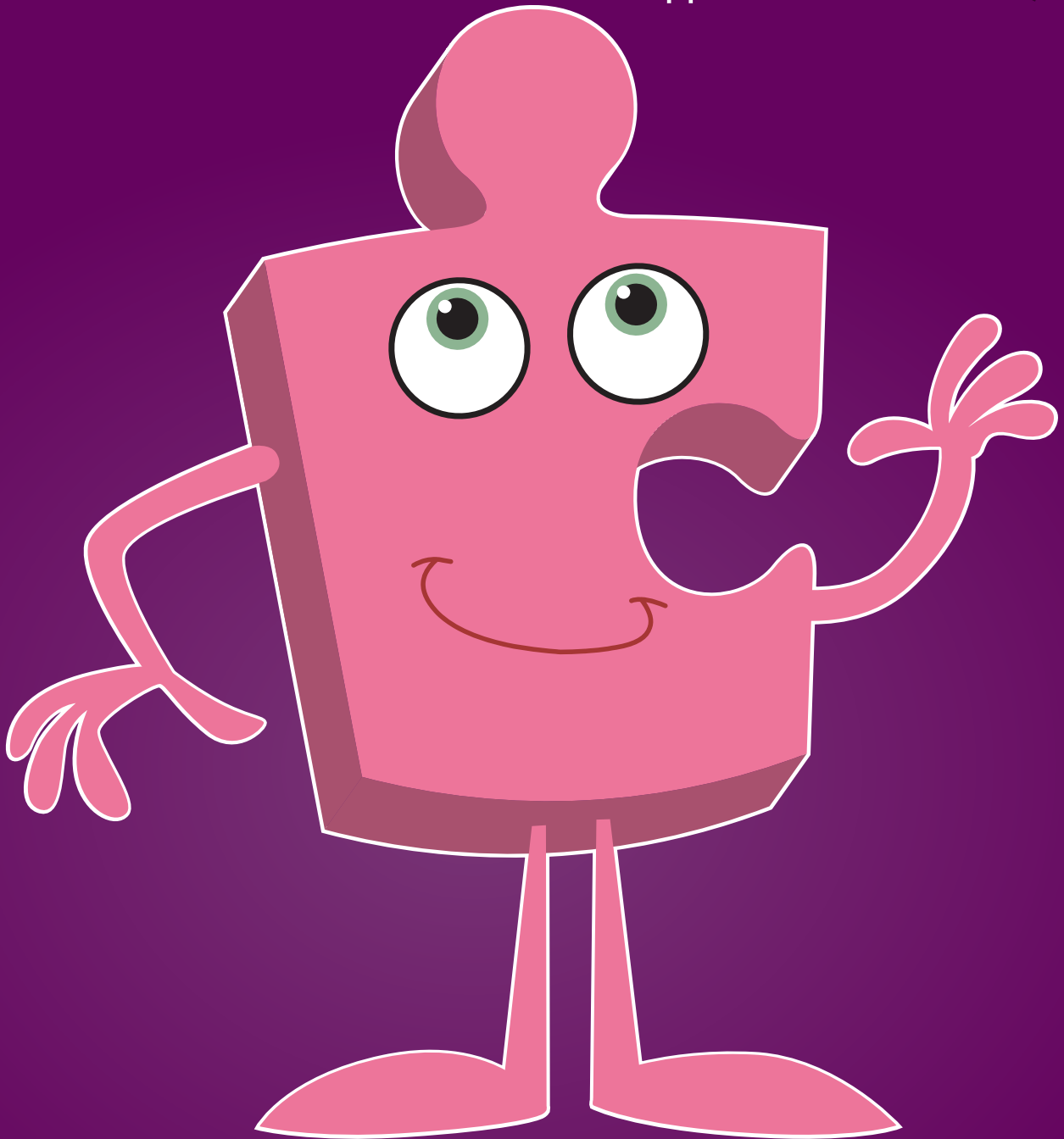


Jigsaw!

The mindful approach to PSHE



Being Me in My World - Ages 6-7

www.jigsawpshe.com

Being Me in My World

Puzzle Map - Ages 6-7



Puzzle Outcome

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

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. Hopes and Fears for the Year	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	I recognise when I feel worried and know who to ask for help	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Number cards, Jigsaw Jo, basket/bag, monster worries resource sheet, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class and school	I recognise when I feel worried and know who to ask for help	Jigsaw Charter, number cards, 'Calm Me' script, 'Calm' pictures, Jigsaw Chime, My Jigsaw Learning, Responsibility PowerPoint, Jigsaw Journal, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Rewards and Consequences	I understand the rights and responsibilities for being a member of my class	I can help to make my class a safe and fair place	Jigsaw Charter, colour cards, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jo, Jigsaw Jo's bag of rewards, Jigsaw Song: Together as One', picture cards, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. Rewards and Consequences	I can listen to other people and contribute my own ideas about rewards and consequences	I can help make my class a safe and fair place	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, 'What Might Happen?' PowerPoint, scenario picture cards, flipchart traffic light with red post-it learning behaviours from Piece 3, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat.
Work well with others	5. Our Learning Charter	I understand how following the Learning Charter will help me and others learn	I can work cooperatively	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jo, art materials, Whole School Learning Charter or sample Jigsaw version, Jigsaw Jo's bag, Jigsaw pieces template, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter ★	6. Owing our Learning Charter	I can recognise the choices I make and understand the consequences	I am choosing to follow the Learning Charter	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Learning Charter, Children's pictures from last week, A4 paper, My Jigsaw Learning, Jigsaw Journals, certificates, Jigsaw Jerrie Cat.

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

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

- 1) Ensure class **teachers** are aware that this Puzzle (unit of work) involves every class contributing to the Whole School Learning Charter.
- 2) Brief staff (if needed) using training materials from the Jigsaw Community Area website. There is a Puzzle PowerPoint that can be shared with staff which outlines the main 'themes' for Being Me in My World.
- 3) Discuss Jigsaw song with school's music lead to include within any singing/music sessions as appropriate.
- 4) Decide who is going to lead the Puzzle Launch Assembly and ensure they have the appropriate resources.
- 5) Coordinate the Weekly Celebration Scrolls.
- 6) Identify and signpost any staff to training materials (and videos) on the Community Area of the Jigsaw website to support their understanding of the elements of Jigsaw such as mindfulness (Calm me).
- 7) Ask staff if they have any questions about any aspects of the Puzzle Pieces (lessons) and offer support as necessary. Signpost staff to the Preparation Sheet for teachers so they can prepare resources and consider any further teaching/ timetabling considerations when planning in advance of the Puzzle (unit).
- 8) Discuss Jigsaw Journals with teachers and decide on individual or class journals. (Jigsaw recommends individual journals to show learning progress and coverage of PSHE including statutory requirements)
Make a plan to get the Journals made ready for Lesson 1. Print Journal covers from the Community Area of the Jigsaw website and stick to the front of exercise books or scrapbooks.
You could use a generic Key Stage 1 or 2, or Primary cover and then stick the specific year group one inside to mark the start of this year's work. In this case you may like to use the full colour KS version for the front but the line-drawing year group cover for inside so the children can colour this in and make it their own.
Using a journal across year groups is a great help to transition and children love to see how they have progressed.
- 9) Jigsaw Charter
Discuss how vitally important the Charter is to create a safe learning environment and arrange to get a large, laminated Charter made for each class.

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





Puzzle Assembly/Collective Worship: Being Me in My World

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

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

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

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

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

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

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

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

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

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

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

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

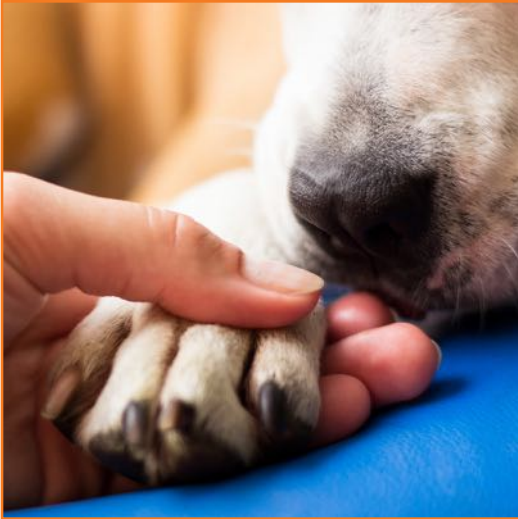
Closing the assembly

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

Being Me in My World
Assembly (PowerPoint Slides)



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



Together As One (Sing Me In My World)

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

T, together,
T, T, together as one.
Together,

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

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

CHORUS

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

Be kind to others and include everyone,

Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

CHORUS

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

Be kind to others and include everyone,

Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

CHORUS



Together As One (Being Me In My World)

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

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

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

CHORUS

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

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

CHORUS

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

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

CHORUS

Together As One (Being Me In My World)

1

D A G/B D/A A/E

5

D A G/B D/A A/E

9

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

D A G/B D/A A/E

13

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

17

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

20

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

23

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

27

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

F# F# F# E

30

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

D A G/B

34

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

D/A D A

37

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

G/B G D D

41

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

F# F# E

45

T, To-ge-ther. T, T, To-ge-ther as_ one. To-ge-ther, T,

D A G/B

48

T, To-ge-ther as_ one. To-ge-ther, T, T, To-ge-ther as_

D/A D A

51

one. To-gether as_ one. O - N - E. Eve-ry-bo-dy stand up, let's sing it loud.
Clap... Sim...

G/B G

55

Ce-lebrateach-oth - eryeah, yeah we'reproud. Oh, oh! (SHOUTITOUT!) Oh, oh, oh!

59

Be kind to oth-ersand in - clude ev-eryone, re - spect one an-oth-er, it's a job WELL DONE!

63

Oh, oh! (SHOUTITOUT!) Oh, oh, oh! T, To - ge - ther. T,

66

T, To - ge - ther as_ one. To - ge - ther, T, T, To - ge - ther as_

69

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

72

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



Mindfulness Assemblies

Introducing Jerrie Cat

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

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

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





Puzzle Assembly/Collective Worship: Being Me in My World

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

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

PowerPoint slide showing a Jigsaw Chime

Jigsaw Chime

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

Lyrics of 'Together As One' displayed

Jigsaw Friends

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

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

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

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

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

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



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

Jigsaw Friends Story – Part 1

Slide 2

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

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

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

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

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

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

Slide 3

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

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

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

Slide 4

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

Jo said, "It is peaceful."

Jino said, "It makes my ears tingle."

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

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

Slide 5

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

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

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

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

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

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

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

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

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

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

Slide 6

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

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

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

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

Slide 7

All the Jiggies looked very impressed with Jez.

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

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

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

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

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

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

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

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

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

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

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

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

Closing the assembly

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



Being Me in My World

Jigsaw Chime PowerPoint Slide 1 - Assembly all years

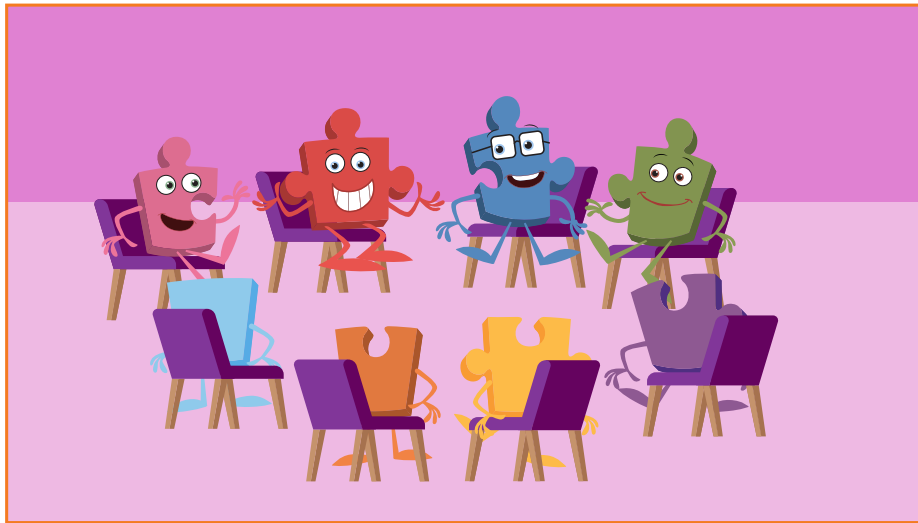


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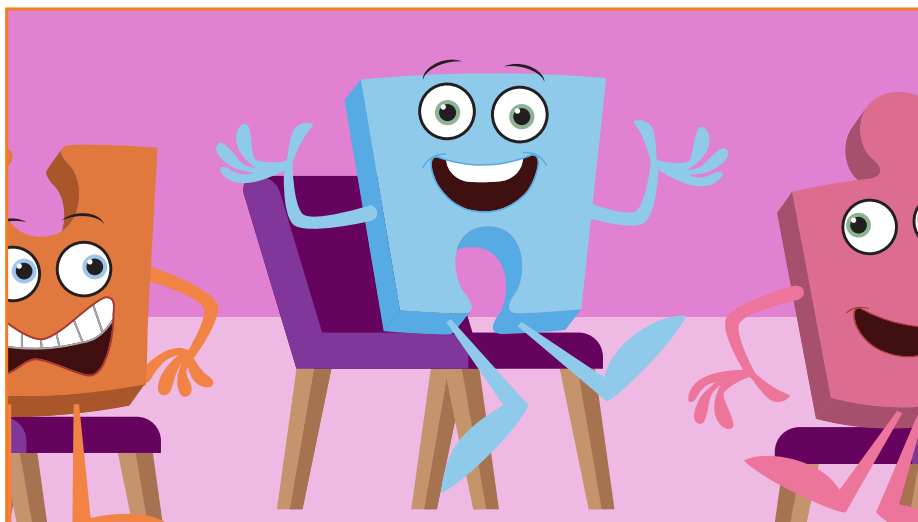
Being Me in My World

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

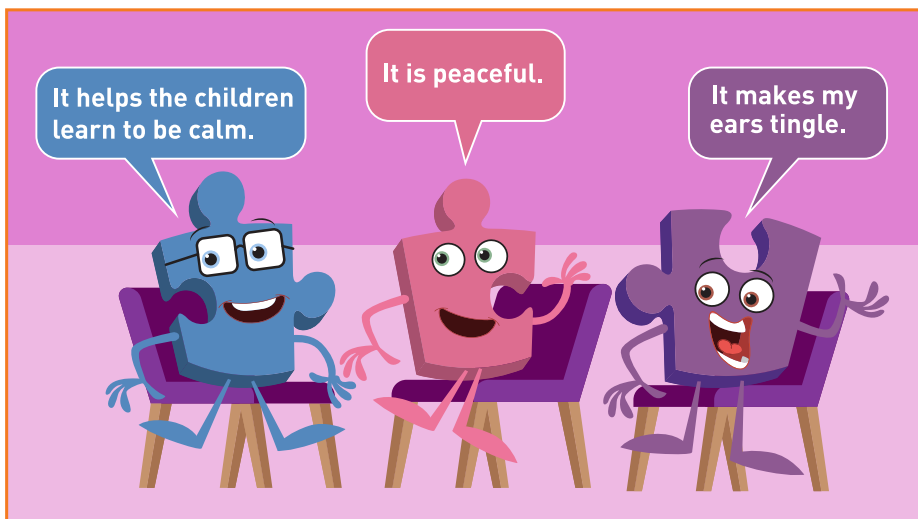
Slide 2



Slide 3



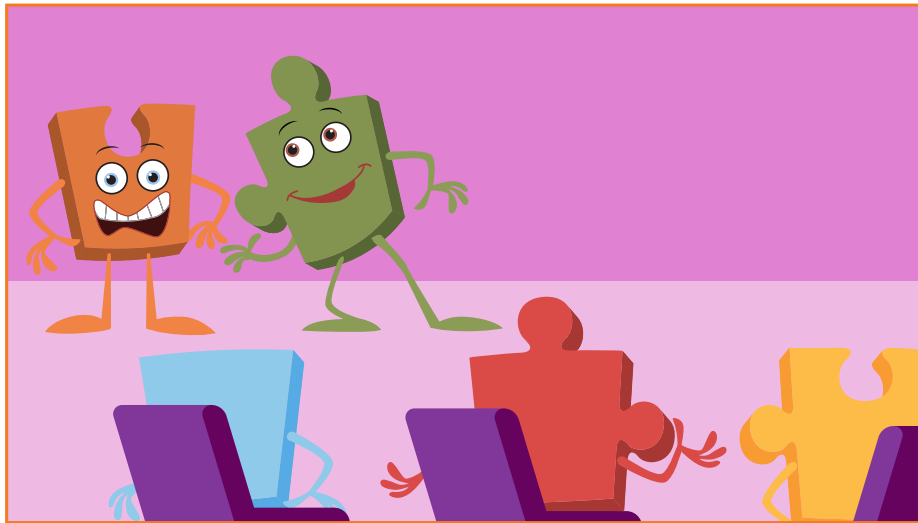
Slide 4



Being Me in My World

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

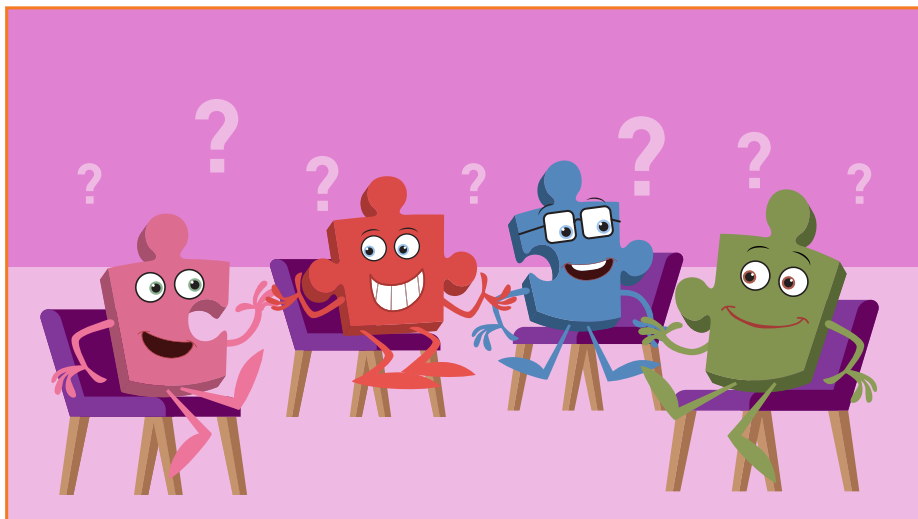
Slide 5



Slide 6



Slide 7





Puzzle Assembly/Collective Worship: Being Me in My World

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

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

PowerPoint slide showing Jigsaw Jerrie Cat

Jigsaw Chime

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

Lyrics of Together As One displayed

Jigsaw Friends

Jigsaw Jerrie Cat if you have one

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

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

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

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

Jigsaw Friends Story – Part 2

Slide 2

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

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

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

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

Jino suggested an elephant and Jo said a tiger.

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

Slide 3

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

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

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

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

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

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

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

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

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

Slide 4

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

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

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

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

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

Slide 5

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

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

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

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

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

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

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

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

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

Slide 6

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

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

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

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

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

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

Slide 7

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

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

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

The teacher will ask them:

“What are you thinking now?”

“What are you feeling now?”

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

Slide 8

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

“What are you thinking now?”

“What are you feeling now?”

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

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

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

Thank the children for their participation.

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

Closing the assembly

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

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

www.jigsawpshe.com



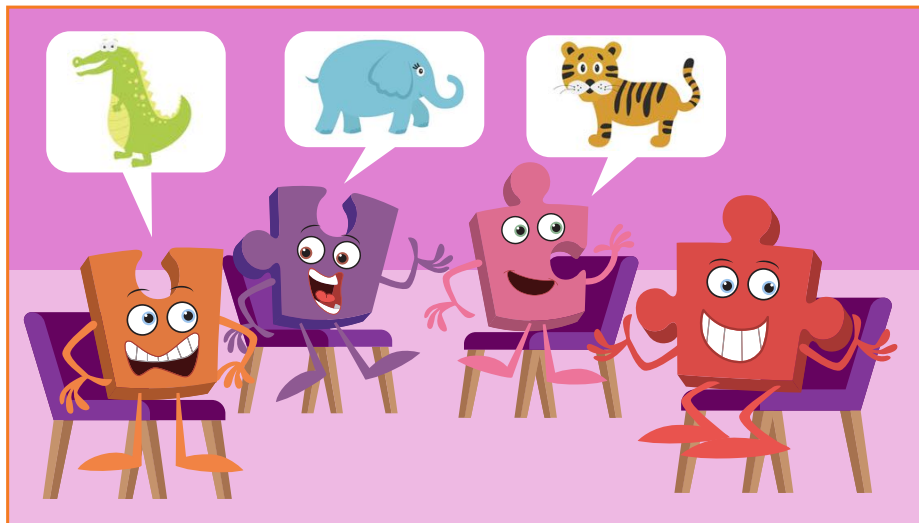
Being Me in My World
Jerrie Cat PowerPoint Slide 1 - Assembly all years



Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

Slide 2



Slide 3



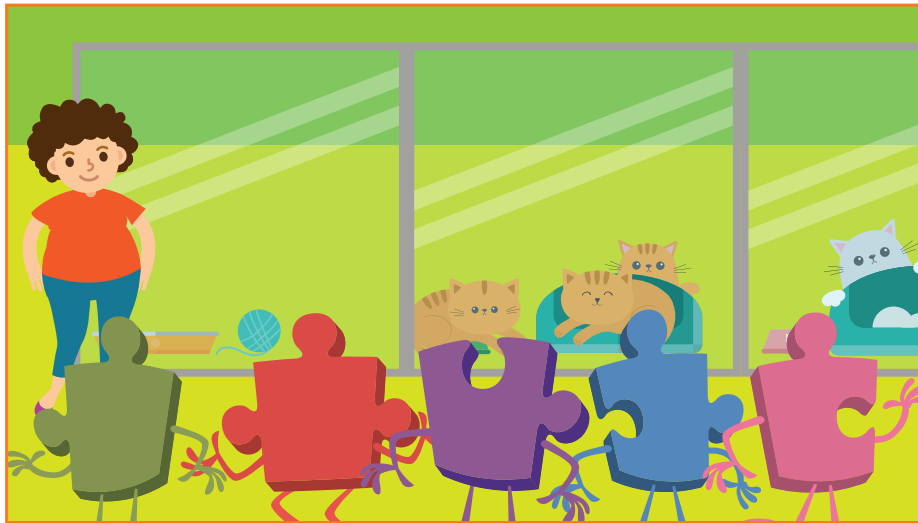
Slide 4



Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

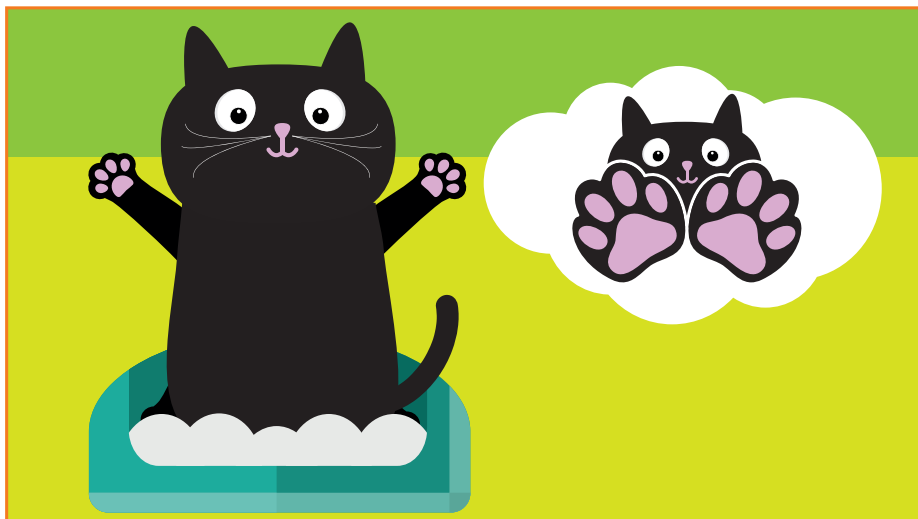
Slide 5



Slide 6



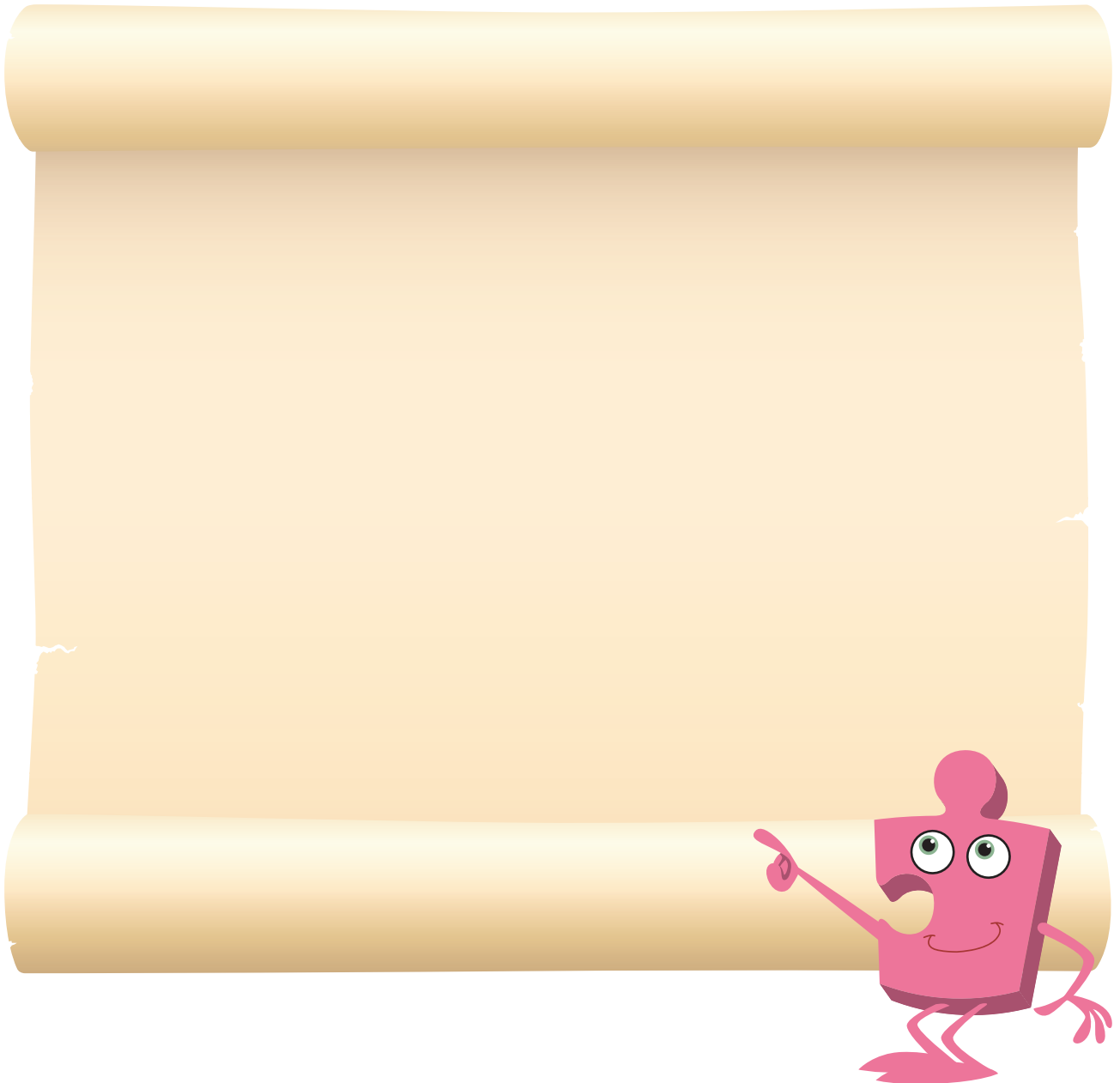
Slide 7



Puzzle 1

Weekly Celebration 1

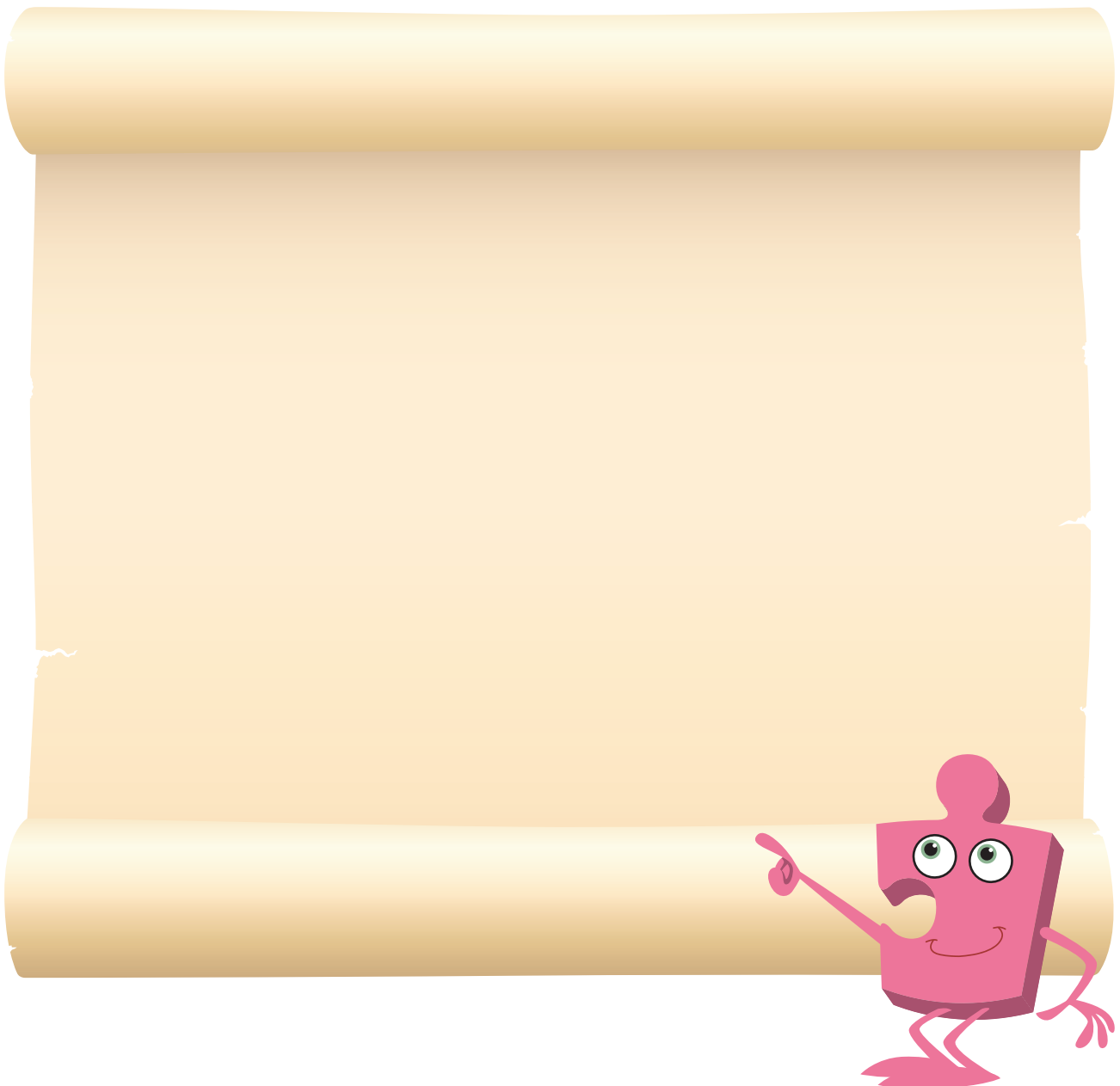
This week we are celebrating people who:
Help others to feel welcome



Puzzle 1

Weekly Celebration 2

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



Puzzle 1

Weekly Celebration 3

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



Puzzle 1

Weekly Celebration 4

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



Puzzle 1

Weekly Celebration 5

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



Puzzle 1

Weekly Celebration 6

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



Class Teacher's Preparation to Lead the **Being Me in My World** Puzzle with children Ages 6-7

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

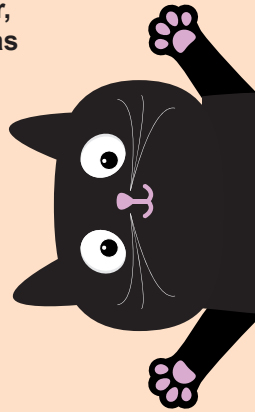
Prepare each child a Jigsaw Journal by printing a Journal cover from the Community Area and sticking to the front of an exercise book or scrapbook. You may like to use a generic Primary or Key Stage cover for the front and then stick the specific year group cover inside to mark the start of the work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

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Number cards (see lesson plan)
Basket/ bag / special container
Print a large Jigsaw Charter and laminate
- Piece 2: Number cards from last lesson plus three additional ones numbered (5,6,7)
Camera (optional)
- Piece 3: Colour cards (see lesson plan)
Jigsaw Jo's bag of reward items (see lesson plan for suggested content)
- Piece 4: (All resources within Jigsaw)
- Piece 5: Art materials
Camera
Flip chart created in Piece (lesson 3)
- Piece 6: Flip chart/ colouring pens/pencils
Flip chart created in Piece (lesson) 3

Additional planning considerations

- Piece 1: Ensure enough 'My Jigsaw Learning' sheets have been **printed** (each child will need one) if being used. **Print/copy** Monster Worries sheets so there is one per child. Prepare 'number cards' as per the lesson plan.
- Piece 2: **Copy/print** enough 'My Jigsaw Learning' sheets, one per pupil if being used. **Copy/print** sets of 'Responsibility pictures', one set per group. Amend number cards from last lesson as per the lesson plan.
- Piece 3: **Copy/print** enough 'My Jigsaw Learning' sheets' if being used. **Copy/print** sets of Behaviour cards, one set per group. **The teacher needs to prepare Jigsaw Jo's bag of reward objects prior to this lesson. See lesson plan for details.** Prepare colour cards as per lesson plan.
- Piece 4: **Print/copy**, enough 'My Jigsaw Learning' templates one per child if being used. **Print/copy** enough scenario card sets, one set per group.





Piece 5: See your Jigsaw Lead to obtain a copy of the Whole-school Learning Charter (or if this is not available then use the example one in the Jigsaw resources for this lesson (Piece). **Copy/print/ enlarge** one set of Jigsaw pieces from the lesson plan resources. **Copy/print** enough 'My Jigsaw Learning sheets' if being used. As this lesson (Piece) involves craft/art, teachers may wish to give this lesson additional curriculum time. **Save the children's posters from this lesson to be used in Piece (lesson) 6.**

Piece 6: **Copy/print** enough 'My Jigsaw Learning' sheets if being used. Find the children's posters your class created in Piece (lesson) 5. **Copy/print enough end of puzzle certificates and complete in advance** for each child.

Teachers can use this lesson to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 6-7 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, and/or organise the Let Me Learn part of this lesson, so each group works with an adult in turn.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 6-7

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 6-7

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 1 Being Me in My World		<p>I can tell you some things that make my class a safe and fair place.</p> <p>I can say how I feel about my class and why I like it being safe and fair.</p>	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can justify the choices I make to help keep my class and school a safe and fair place.</p> <p>I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</p>	
Puzzle 2 Celebrating Difference		<p>I can name some differences and similarities between me and other people in my class.</p> <p>I can give a reason why a friend is special to me.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.</p>	<p>I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people.</p> <p>I can offer strategies that allow me to stand up for myself and my friends.</p>	
Puzzle 3 Dreams & Goals		<p>I can tell you what I did to help my group create an end product.</p> <p>I can say how I felt about working in a group.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.</p> <p>I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p>	

	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 4 Healthy Me		<p>I can tell you some things I can put in or on my body to keep it healthy.</p> <p>I can say how I feel about being healthy.</p>	<p>I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can justify my choices about food and medicines and explain healthy and safe ways in which they are good for my body.</p> <p>I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.</p>	
Puzzle 5 Relationships		<p>When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable.</p> <p>I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can justify how and why some things might make me feel comfortable or uncomfortable in relationships.</p> <p>I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>	
Puzzle 6 Changing Me		<p>I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p>	<p>I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy.</p> <p>I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.</p>	



General Exemplification Guidance for teachers to assess children's work

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

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

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

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

Teacher Feedback to Pupils

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

For example:

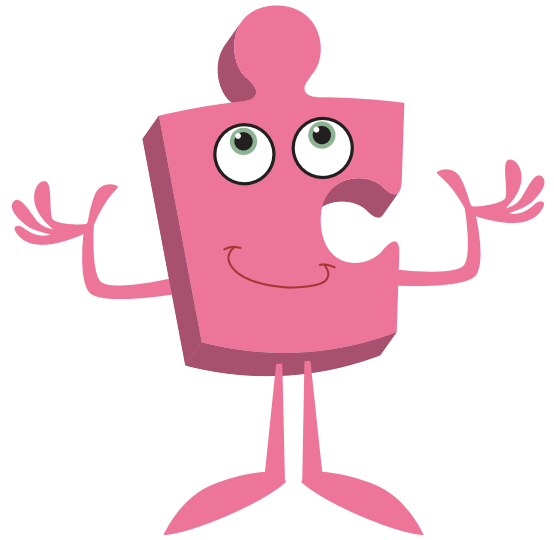
You participated actively in this lesson.

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

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

Puzzle 1: Being Me in My World - Ages 6-7 - Piece 1

Hopes and Fears for the Year	
<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter in Pieces 4,5&6)</p>	<p>Please teach me to... identify some of my hopes and fears for this year know how to use my Jigsaw Journal recognise when I feel worried and know who to ask for help</p>
<p>Resources Jigsaw Charter Number cards Jigsaw Chime 'Calm Me' script Jigsaw Jo Jigsaw Jerrie Cat Basket/bag/container Monster worries resource sheet My Jigsaw Learning Jigsaw Journals</p>	<p>Vocabulary Worries Hopes Fears</p>



<p>Teaching and Learning Teacher Note Please ensure you have read 'The Jigsaw Approach' the introduction to this folder, before teaching this lesson (Piece).</p> <p>The Jigsaw Charter Slide 1: Jigsaw lessons need to be established as very safe learning environments as some of the lessons deal with sensitive issues. Therefore, we need to establish the 'ground rules', in Jigsaw called 'The Jigsaw Charter'. This needs to include: The right to pass Respect for each other Confidentiality There is a ready-made Jigsaw Charter in this lesson for you, but do start by asking the children what they need to do to make everyone feel safe so we can all learn well. Bring out their ideas and introduce the Jigsaw Charter (Slide 1) and the large printed copy you already made (and laminated). You may like to invite them all to sign the Charter (or maybe colour in a smiley face already drawn on it) as a way of saying they agree to try to stick to it in Jigsaw lessons. You and they can then refer to it in every lesson thus creating a trusted and predictable learning environment. Display the Jigsaw Charter in the classroom and refer to it at the beginning of every Jigsaw lesson.</p> <p>Connect us Belonging game. To get the children into groups, give each child a card with a number on it. You will have made up a few cards with the number 1 on, a few cards with the number 2 on, etc. up to number 5. Children must not talk, but must find the others in the group i.e all the number 1s make a group, etc. They must act very pleased to see them and continue walking as if a group. When all members are found, children sit down in their number groups, still as part of the larger circle.</p>	<p>Ask me this...</p> <p>Can you identify how it feels to be part of this new group?</p>
---	---

Calm me

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

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

Open my mind

Introduce children to Jigsaw Jo. The children can decide on Jo's gender or whether Jo is gender neutral. This is a good opportunity for the teacher to explain that a person's gender isn't the most important thing and it's more important to be a kind and helpful person.

Sometimes children associate pink with girls and assume Jigsaw Jo must be female. This may be an opportunity to discuss this.

The teacher explains that Jo is a little bit worried about meeting the new class. Give the children some thinking time (perhaps in pairs) to think of some of the things that Jo might be worried about.

Explain that when you are holding jigsaw Jo, it is your turn to speak and be listened to, if you want to. Right to pass.

Pass Jigsaw Jo around the circle /class, and each child (or pair) says one of the things they think Jo might be worried about when they are holding Jo. Reinforce the Jigsaw Charter if some children are a little reluctant to share at first, and also say that if they can't think of an original idea that it's fine to say something they have already heard.

Remind the children that having worries is quite normal and at times we all worry about things.

Tell me or show me

Place a basket/ special container or bag in the middle of the circle.

Explain to the children they are going to help manage Jo's worries. Ask the children what Jo could do to cope with some of the worries they have thought about. Write each suggestion on a separate piece of paper and place them in the basket/container/bag. Also invite the children to think about who Jo could go to for help and also write these people on separate pieces of paper and add them to the bag.

Thank the children for their suggestions, and then tip out the basket/ bag/ container to show how many different ideas they have contributed. Have a round of applause!


Explain to the children that we can help ourselves to cope with worries by not bottling them up inside and sharing them with people we trust. We can also do things to help ourselves like Calm me time.

Let me learn

Ask the children if they have any worries about being in this new class/ school year? Can they think of some suggestions that might help solve the worries?

Hand out the children's Jigsaw Journals and explain that these are their special books/folders that will collect all their Jigsaw learning for this year. Hand out the 'Monster Worries' template, one per template child (there is a choice of two different monsters if teachers want to offer this). Explain that worries can feel little bit like monsters until we deal with them.

On the monster's tummy the children write or draw one worry they may have and one way they can cope with it. The template is then stuck into the children's Jigsaw Journals.

Pause Point: Slide 3:  Show the PowerPoint slide of Jerrie Cat and raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Ask the children to close their eyes and visualise any worries they may have for the year ahead (or Jo's worries) inside a big balloon. Invite the children to imagine the balloon floating away carrying all the worries with them going higher and higher and further away until it can't be seen any more. Ask the children to open their eyes. How does it feel to let go of all those worries?

Is your mind calm?

Which picture helps you to feel most calm?

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

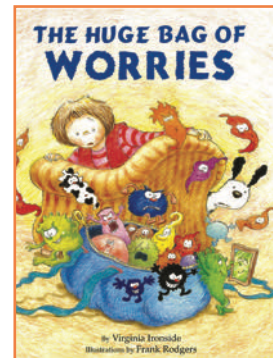
How does it feel to let go of all those worries?

Help me reflect

Slide 4: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Learning on the PowerPoint slide and explain how they are to complete this activity (by circling, ticking or colouring the appropriate Jo for each statement). Hand out one My Jigsaw Learning sheet per child and ask them to record their responses. If desired there is a TINT Box (to improve next time) for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into the Jigsaw Journals.

Notes

As an extension activity, teachers could read the book 'The Huge Bag of Worries' by Virginia Ironside and discuss the story.





The **Jigsaw!**® Charter

We take turns to speak

We use kind and positive words

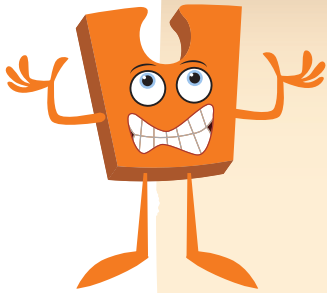
We listen to each other

We have the right to pass

We only use names when giving compliments or when being positive

We respect each other's privacy
(confidentiality)

The **Jigsaw!** Charter



Class:


- *
- *
- *
- *
- *
- *

We will try our best to keep our Charter:



Being Me in My World

PowerPoint Slide 1 The Jigsaw Charter - Ages 6-7 - Piece 1



The Jigsaw Charter

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

© Jigsaw PSHE Ltd

The image shows a central scroll with the Jigsaw Charter text. The scroll is surrounded by several colorful, anthropomorphic puzzle pieces with faces and arms. The Jigsaw logo is at the top of the scroll. The entire scene is enclosed in an orange border.

Being Me in My World

Slide 2 - 'Calm' Pictures PowerPoint - Ages 6-7 - Piece 1





Being Me in My World

Calm Me Script - Ages 6-7 - Piece 1

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

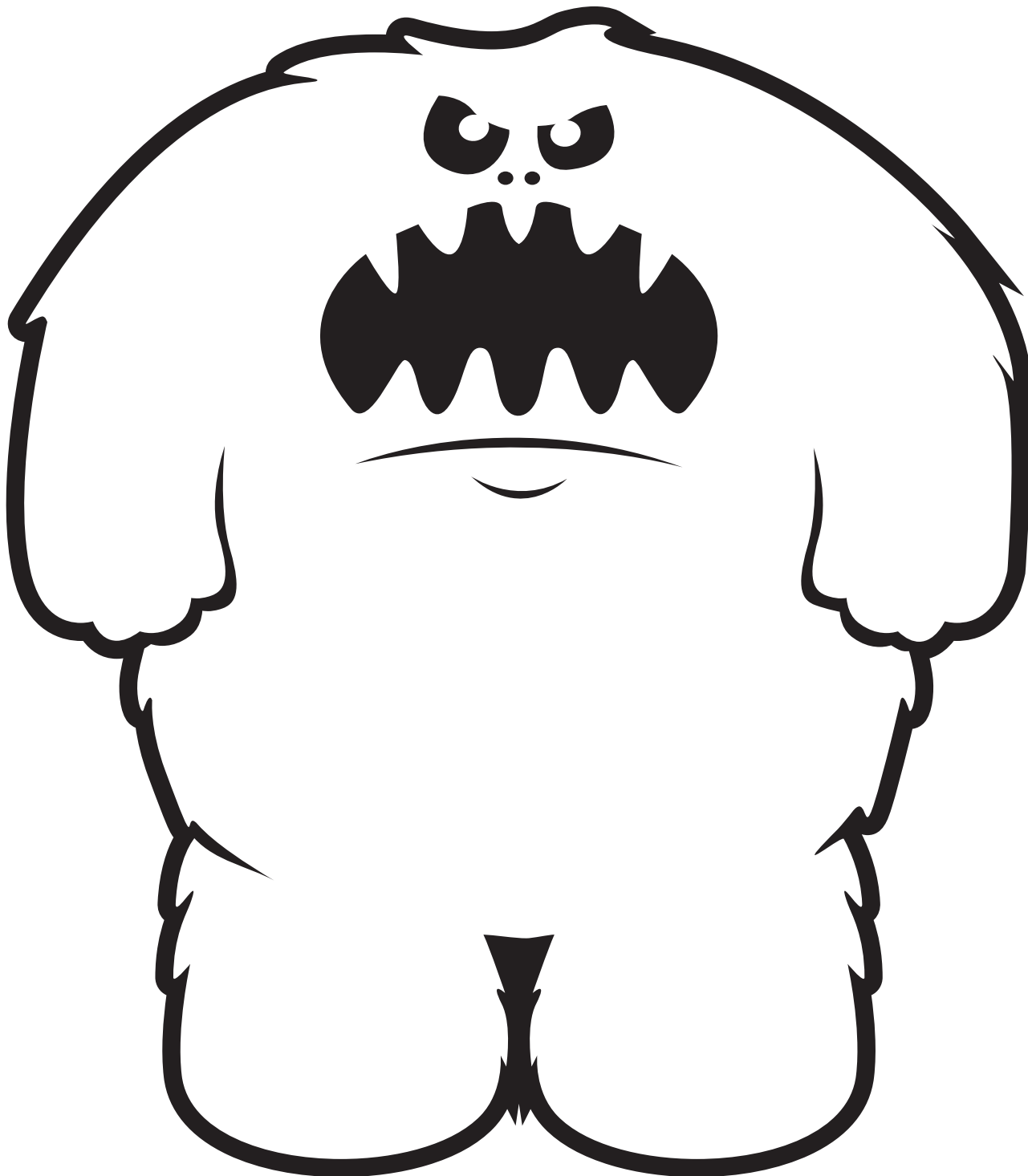
Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again. Breathe in gently and out gently. Try breathing in through your nose and out through your mouth, like you are gently blowing a feather away.

Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

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



Being Me in My World
Monster Worries - Ages 6-7 - Piece 1



Being Me in My World
Monster Worries - Ages 6-7 - Piece 1



Being Me in My World
Jerrie Cat PowerPoint Slide 3 - Ages 6-7 - Piece 1



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Being Me in My World

PowerPoint Slide 4: My Jigsaw Learning - Ages 6-7 - Piece 1



My Jigsaw Learning

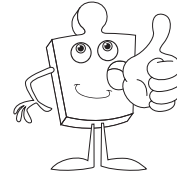
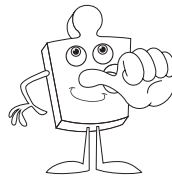
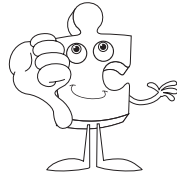
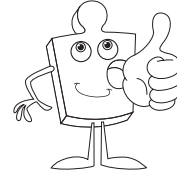
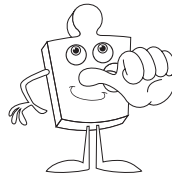
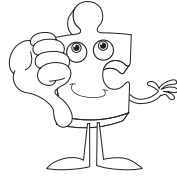
Being Me in My World Piece 1

Ages 6-7

Name

I can identify some of my hopes and fears for this year

I recognise when I feel worried and know who to ask for help



TINT BOX - To improve next time I

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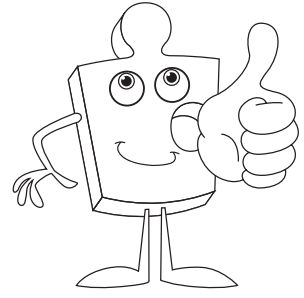
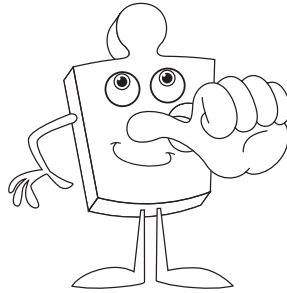
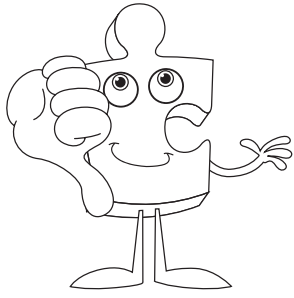
My Jigsaw Learning

Being Me in My World Piece 1

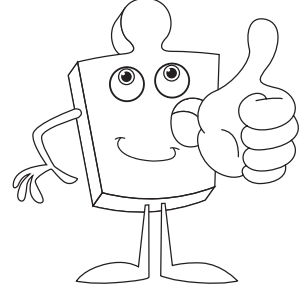
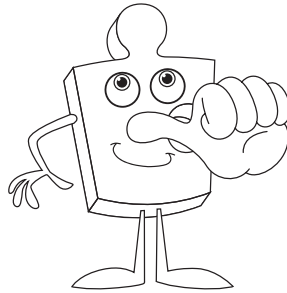
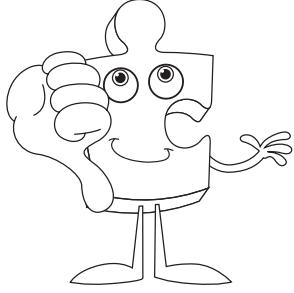
Ages 6-7

Name

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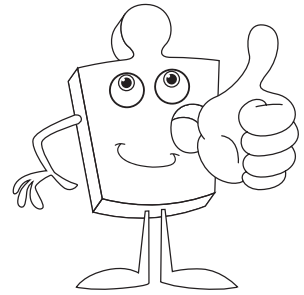
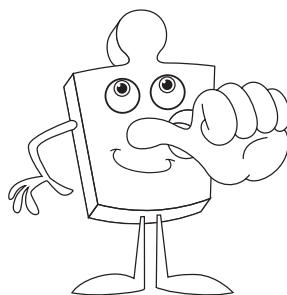
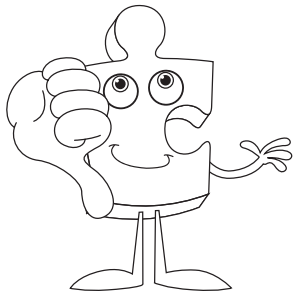
My Jigsaw Learning

Being Me in My World Piece 1

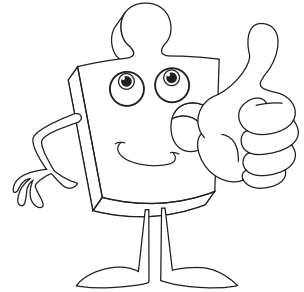
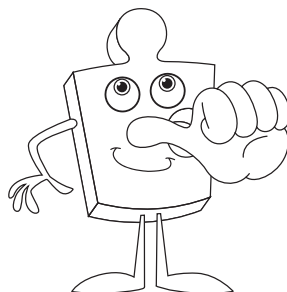
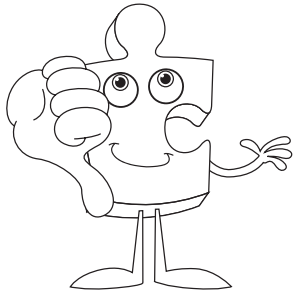
Ages 6-7

Name

I can identify some of my hopes and fears for this year



I recognise when I feel worried and know who to ask for help

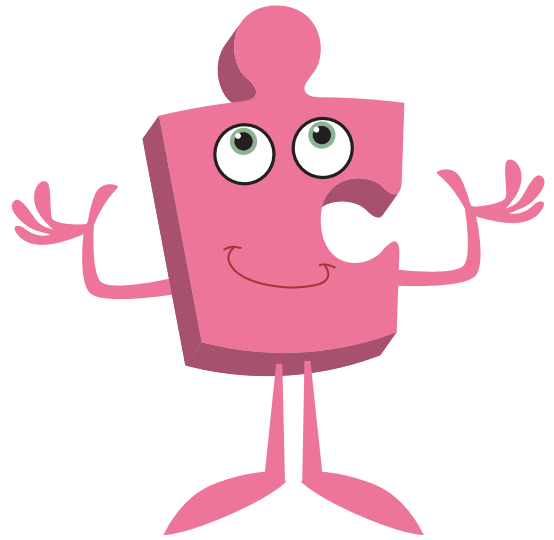


TINT BOX - To improve next time I

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Puzzle 1: Being Me in My World - Ages 6-7 - Piece 2

Rights and Responsibilities	
<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... understand the rights and responsibilities of being a member of my class and school know how to help myself and others feel like we belong</p>
<p>Resources Jigsaw Charter Number cards 'Calm Me' script 'Calm' pictures Jigsaw Chime Responsibility pictures Camera (optional) Responsibility PowerPoint Jigsaw Jo My Jigsaw Learning Jigsaw Jerrie Cat Jigsaw Journal</p>	<p>Vocabulary Belonging Rights Responsibilities Responsible Actions</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Slide 1: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Belonging game. Make enough cards for each child to have one, make 3 or 4 with each number from 1-5. Give Jigsaw Jo a card with a number 6 on it and sit him in view. Children must not talk, but must find the others in their groups. When they find a fellow number (all the number 1s make a group), they must act very pleased to see them and continue walking as if a group. When all members are found, children sit down in their number groups back in the circle.</p> <p>Calm me Slide 2: Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime, the 'Calm Me' Script and the Calm pictures.</p> <p>Open my mind Remind children that when they are holding Jigsaw Jo, it is their turn to speak if they want to. Right to pass. Using Jigsaw Jo as the talking object, children are invited to talk about the feelings of belonging, how it felt to be left out, how it felt to reject others. Discuss how we belong to our class and introduce the idea that with this belonging comes a sense of responsibility. We all have the right to feel like we belong. Discuss with the children what having 'rights' means and ask them to discuss in talking partners what rights they think they have at school. Establish that all children have the right to be safe, be healthy, be happy and to learn.</p>	<p>Ask me this...</p> <p>Why Jigsaw is Jo not in a group. What number does Jo have? How do you think Jo feels? How could we help Jo to feel part of our class?</p> <p>Which picture helps you to feel calm? Can you feel your tummy rise and go back in again? Is your mind calm? Does it feel good to be calm and quiet? Does your mind feel ready to learn?</p> <p>Do you understand what having 'rights' means?</p>



Tell me or show me

Slides 3-8: Show the class the 'Responsibility PowerPoint' and ask the children in pairs to discuss what they think responsibility means. Share their ideas and agree a class definition.

Ask the children in their pairs to think of different ways they could be responsible in class/school. The teacher should scribe all the ideas onto a list to display (and feed into the Whole School Learning Charter).

Explain to the children that these responsibilities mean that we can enjoy coming to school to learn safely and happily. Children have a right to education and to be safe. (These relate to The Universal Declaration of Human Rights: Articles (3, 20, 28) in particular. If teachers have access to the book 'We Are All Born Free', Amnesty International ISBN:978-1-84507-650-4 this could be used to exemplify the points if desired).

Also explain that getting more responsible is part of growing up. (The teacher may wish to use examples from the school if older children have certain responsibilities in the school).

Let me learn

Working in groups hand out a set of 'Responsibility Pictures' to each group. Ask each group to look at the pictures and decide what responsibilities they show. Take feedback and discuss so the children understand each picture.

Each group then needs to rank the cards in order from the most to the least important. The teacher could take a picture of each group's work if desired to be stuck into the children's Jigsaw Journals. Each group feeds back their top choice and explains why they think it was the most important. Encourage the children to ask questions of each other if their choices were different (this encourages empathy and compromise).

Reinforce that these are important rights and responsibilities to help us learn and be safe, and their ideas are very helpful in making the class/school a happy place to learn.

Help me reflect

Slide 9: Share the learning intentions from this lesson (Piece) with the children and for each one ask them whether they are a thumbs-up, neutral or down. Show My Jigsaw Learning and model with the class how the sheets are to be completed. Hand out one My Jigsaw Learning sheet to each child. When completed these are stuck into their Jigsaw Journals.

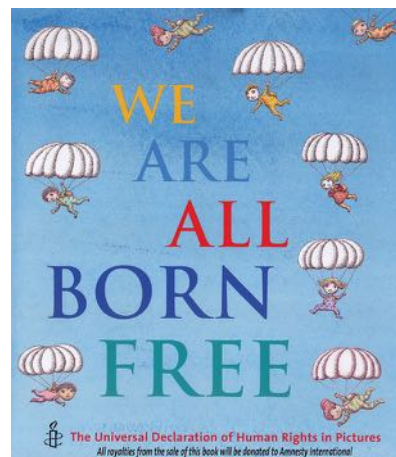
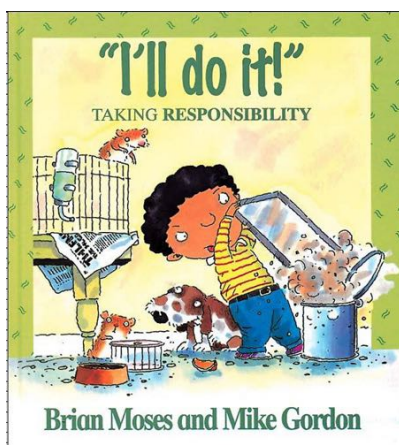
What does responsibility mean?
How responsible are you?
Why is it important to be responsible?
How can you be a responsible member of our class?

How have you ordered them?
Why have you chosen that one responsibility first/last?

Which responsibility do you think you need to work on?
What have you learnt in this lesson today?

Notes

As an alternative to the Responsibility PowerPoint or as an extension activity the teacher could share the book, "I'll do it, Taking Responsibility" by Brian Moses and Mike Gordon.





Being Me in My World

PowerPoint Slide 1 The Jigsaw Charter - Ages 6-7 - Piece 2



The Jigsaw Charter

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

© Jigsaw PSHE Ltd

The image shows a central scroll with the Jigsaw Charter text. The scroll is surrounded by several colorful, anthropomorphic puzzle pieces with faces and arms. The Jigsaw logo is at the top of the scroll. The entire graphic is enclosed in an orange border.



Being Me in My World

Calm Me Script - Ages 6-7 - Piece 2

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

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again. Breathe in gently and out gently. Try breathing in through your nose and out through your mouth, like you are gently blowing a feather away.

Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

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



Being Me in My World

'Calm' Pictures PowerPoint Slide 2 - Ages 6-7 - Piece 2

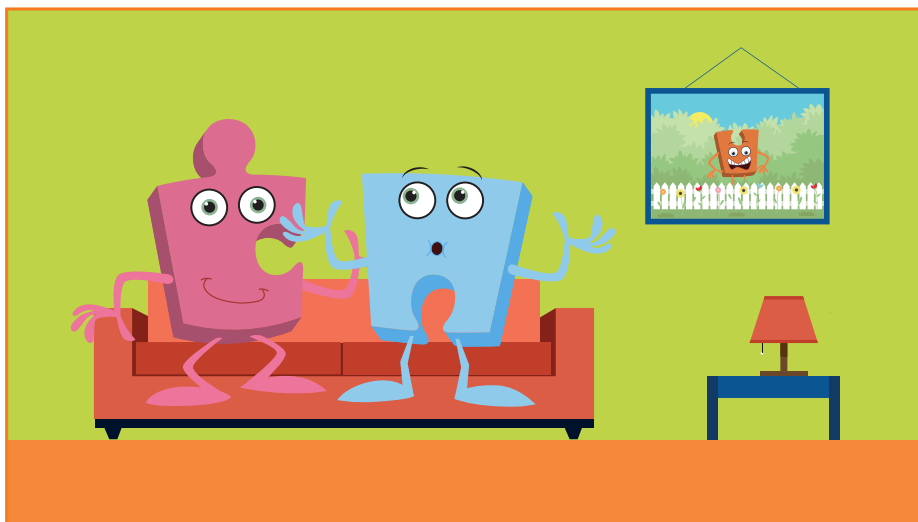


Being Me in My World Responsibility PowerPoint - Ages 6-7 - Piece 2

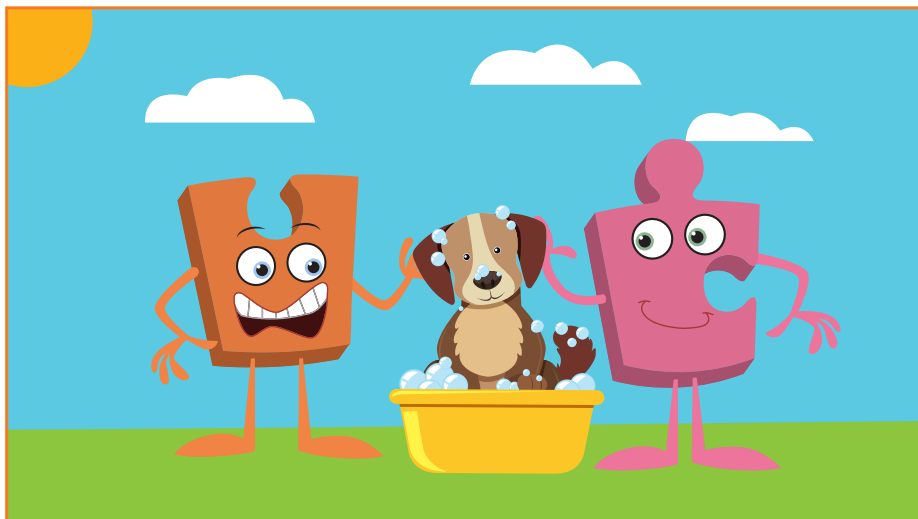
Slide 3



Slide 4

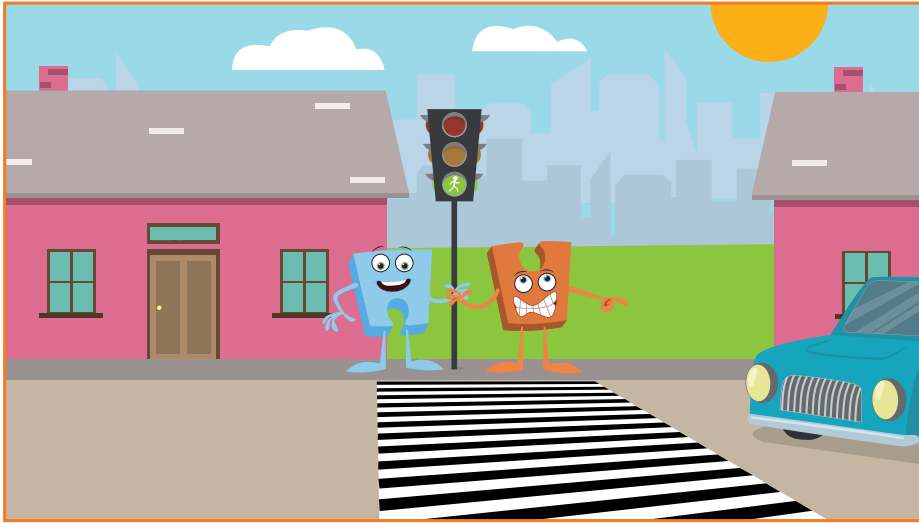


Slide 5



Being Me in My World Responsibility PowerPoint - Ages 6-7 - Piece 2

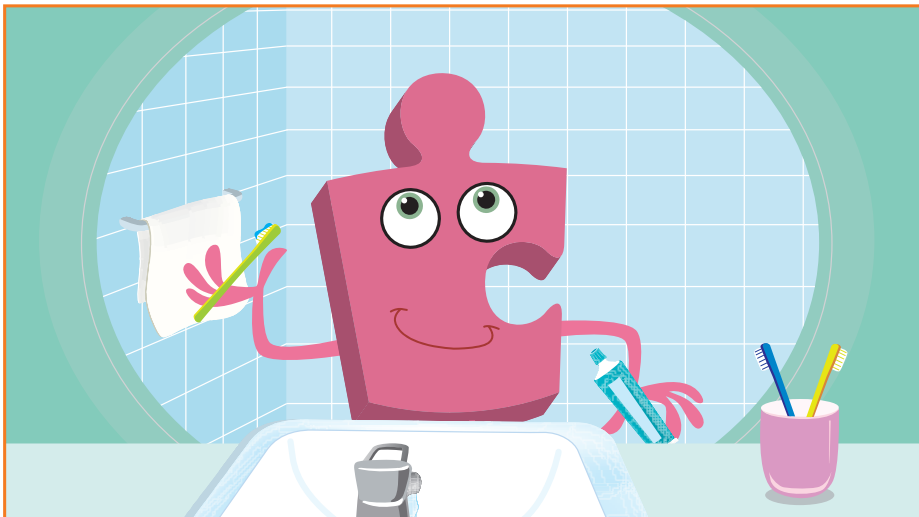
Slide 6



Slide 7



Slide 8



Being Me in My World
Responsibility Cards - Ages 6-7 - Piece 2



Being Me in My World

PowerPoint Slide 9: My Jigsaw Learning - Ages 6-7 - Piece 2



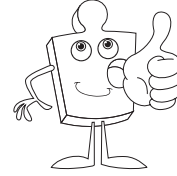
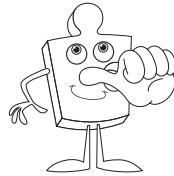
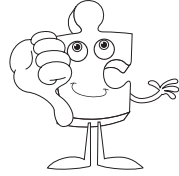
My Jigsaw Learning

Being Me in My World Piece 2

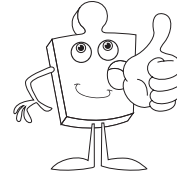
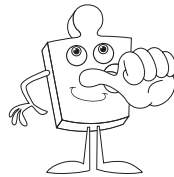
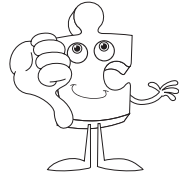
Ages 6-7

Name

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



I know how to help myself and others feel like we belong



TINT BOX - To improve next time I

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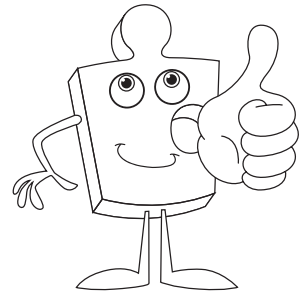
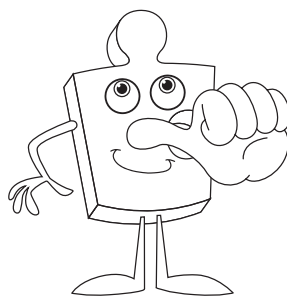
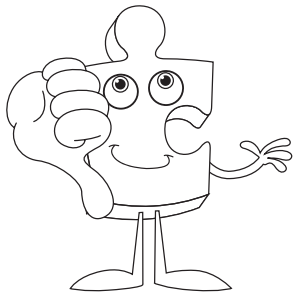
My Jigsaw Learning

Being Me in My World Piece 2

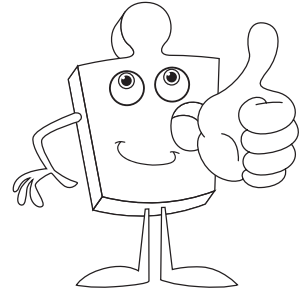
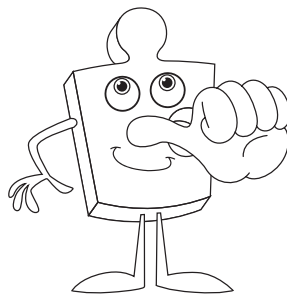
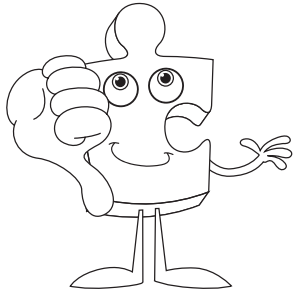
Ages 6-7

Name

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



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TINT BOX - To improve next time I

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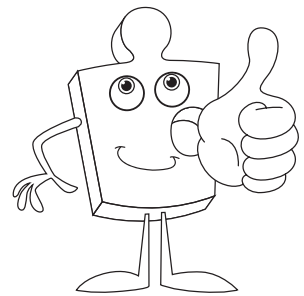
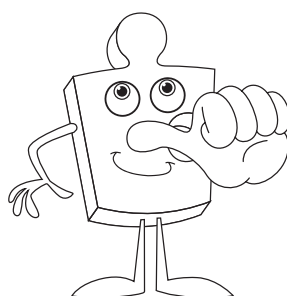
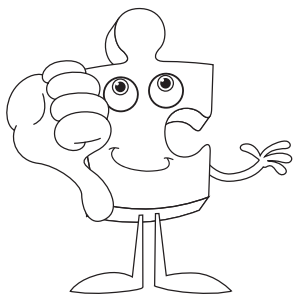
My Jigsaw Learning

Being Me in My World Piece 2

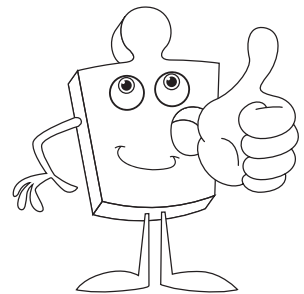
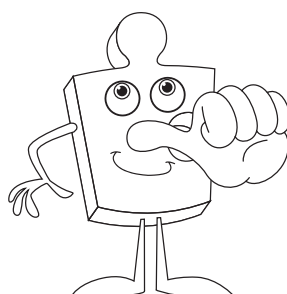
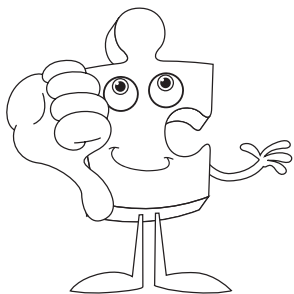
Ages 6-7

Name

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



I know how to help myself and others feel like we belong

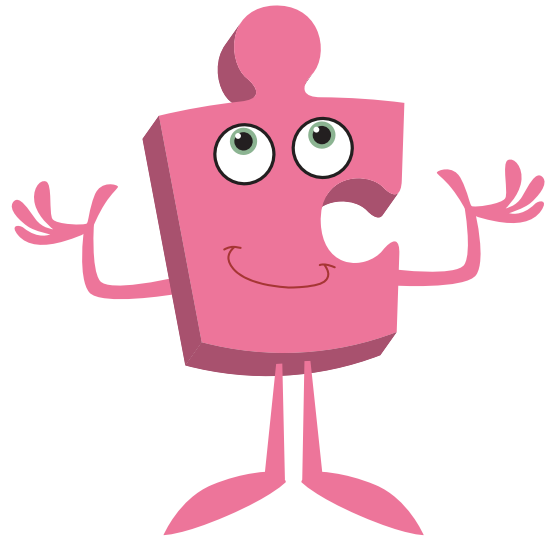


TINT BOX - To improve next time I

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Puzzle 1: Being Me in My World - Ages 6-7 - Piece 3

Rewards and Consequences	
<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... <i>listen to other people and contribute my own ideas about rewards and consequences</i> <i>help make my class a safe and fair place</i></p>
<p>Resources Jigsaw Charter Colour cards Jigsaw Chime 'Calm Me' script 'Calm' pictures Jigsaw Jo Jigsaw Jerrie Cat Jigsaw Jo's bag of rewards Behaviour pictures/ cards Jigsaw Song 'Together as One' My Jigsaw Learning Jigsaw Journals</p>	<p>Vocabulary Praise Reward Consequence Positive Negative Choices</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Use the Powerpoint slide from the previous lesson and refer to the Charter on display.</p> <p>Connect us In the circle, play the colour game. Give each child a colour: red, green, blue or yellow. Then call out a colour and those children change places as quickly and safely as possible. Do this several times so the children understand the game. Then remove a chair from the circle and play again. This time the child left with no chair stands in the middle of the circle and calls out the next colour to change over. You can call this game Switch... switch places if...</p> <p>Calm me Slide 1: Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime, the 'Calm Me' Script and the Calm pictures.</p> <p>Open my mind Slide 2: Sing or listen to the Jigsaw Song 'Together as One' or join in with the clapping. Discuss with the children what they think the song is about. What rights and responsibilities are included in the song? (Lyrics on slide 2).</p>	<p>Ask me this...</p> <p>How does it feel to be the one in the middle?</p> <p>Which picture helps you to feel most calm? Can you feel your tummy rise and go back in again? Is your mind calm? Does your mind feel ready to learn?</p>



Tell me or show me

Bring Jigsaw Jo to the circle along with Jo's bag that the teacher has prepared in advance. (The bag needs to contain objects that could be used as a reward in school. Include things from your school and class reward systems, cards that offer verbal praise saying things like 'well-done' etc. Also include objects or pictures of objects that are unrealistic or amusing school rewards eg. games console, tablet computer, mobile phone, tin of beans).

Bring out one object at a time and ask the children whether they think the reward is a good reward or not. The children could discuss this in pairs if appropriate. Discuss with the children that some material rewards can be unrealistic and why this might be. Explore that words and actions and simple things can also be just as valuable, but in a different way. You could also add sweets to allow discussion about healthy eating and food as nutrition, not as reward.

Finish this section with the teacher and/or other adults in the classroom giving an example of a reward they have received that was memorable, focussing on something that was said, or a kind action or something thoughtful.

Ask the children to discuss in pairs a reward they valued and share some examples.

Let me learn

Working in groups children are given a set of picture cards showing different behaviours. Ask the children to sort the pictures in to positive/helpful behaviours and negative/unhelpful behaviours.

Ask the group to think of rewards that could be given to the children showing the positive behaviours.

Ask the children to then focus on the negative behaviour cards and to think of some realistic consequences for the children in those pictures.

Summarise taking some feedback from each group.

Discuss what rewards the children would value the most for:

- 1) Positive learning behaviours in school
- 2) Effort
- 3) Achievement in learning

These can be scribed and fed into the Whole-school Learning Charter.

(Note: Your Jigsaw Subject Lead in the school/setting should have agreed the process for the Whole-school Learning Charter with staff prior to starting this Puzzle (unit or work). See 'The Jigsaw Approach' at the start of this resource for further details.)

Help me reflect

Slide 3: Share the learning intentions from this lesson (Piece) with the children and for each one ask them whether they are a thumbs-up, neutral or down. Show My Jigsaw Learning and model with the class how the sheets are to be completed. Hand out one My Jigsaw Learning sheet to each child. When completed these are stuck into their Jigsaw Journals. The teacher is free to re-frame or exemplify the learning intentions to aid pupil understanding.

Being Me in My World

Calm Me Script - Ages 6-7 - Piece 3

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


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

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

Note to the Teacher

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

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

PAUSE POINTS  are indicated in some lessons. Raise Jigsaw Jerrie Cat's paws to show the children it is time to stop (pause), take some gentle, deep breaths, and look inside to see what they are thinking and/or feeling right now.

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



Being Me in My World

'Calm' Pictures PowerPoint Slide 1 - Ages 6-7 - Piece 3





Being Me in My World

Together as One - PowerPoint Slide 2 - Ages 6-7 - Piece 3



Together As One (Being Me In My World)

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

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

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

CHORUS

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

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

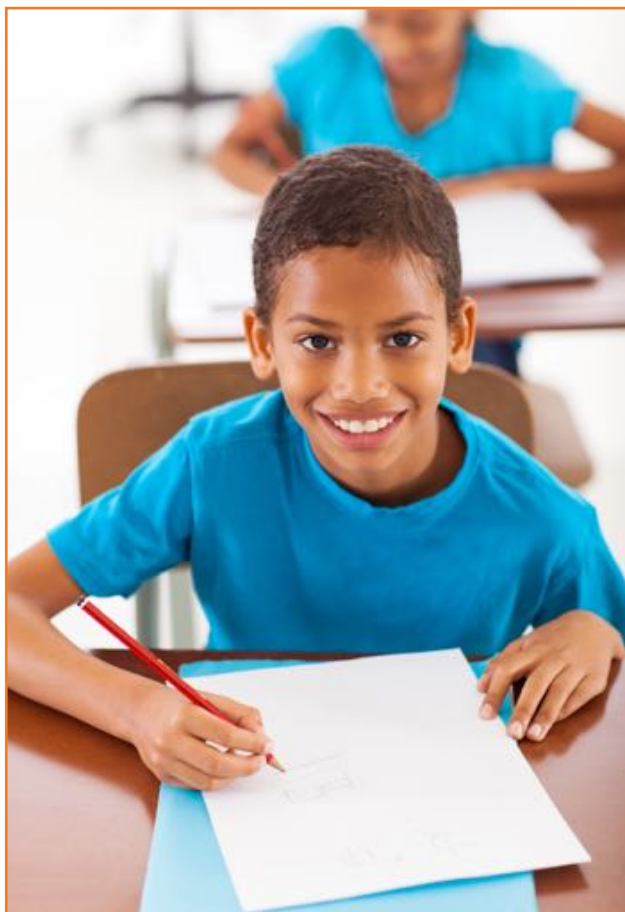
CHORUS

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

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

CHORUS

Being Me in My World
Behaviour cards - Ages 6-7 - Piece 3



Being Me in My World
Behaviour cards - Ages 6-7 - Piece 3



Being Me in My World

PowerPoint Slide 3: My Jigsaw Learning - Ages 6-7 - Piece 3



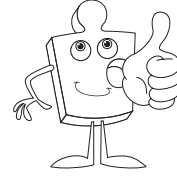
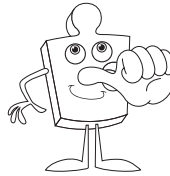
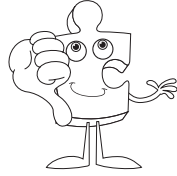
My Jigsaw Learning

Being Me in My World Piece 3

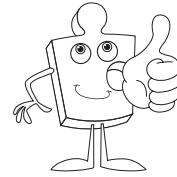
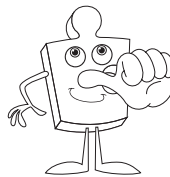
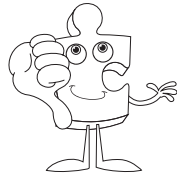
Ages 6-7

Name

I can listen to other people and contribute my own ideas about rewards and consequences



I can help to make my class a safe and fair place



TINT BOX - To improve next time I

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My Jigsaw Learning

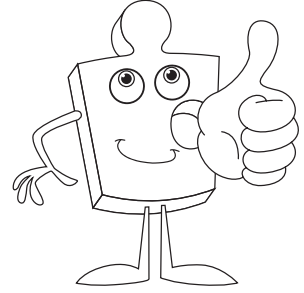
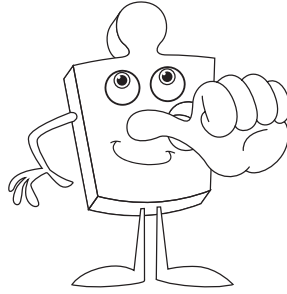
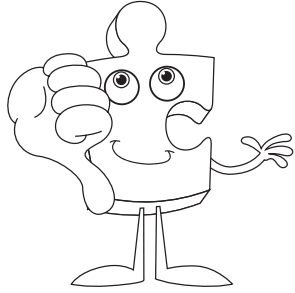
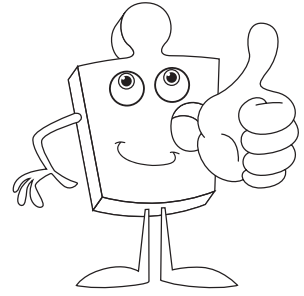
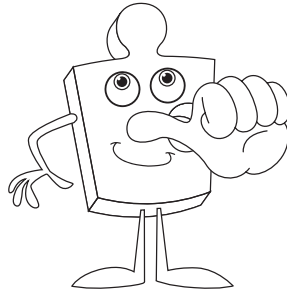
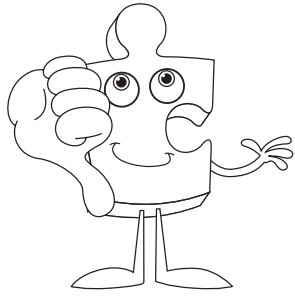
Being Me in My World Piece 3

Ages 6-7

Name

I can listen to other people and contribute my own ideas about rewards and consequences

I can help to make my class a safe and fair place



TINT BOX - To improve next time I

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My Jigsaw Learning

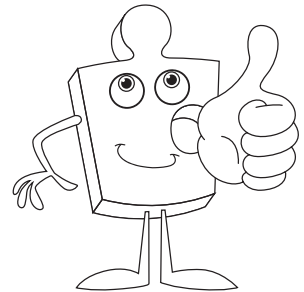
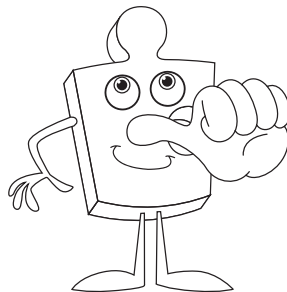
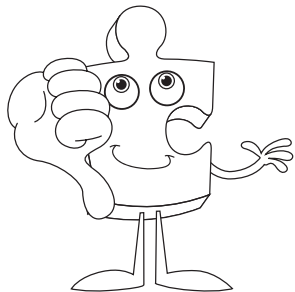
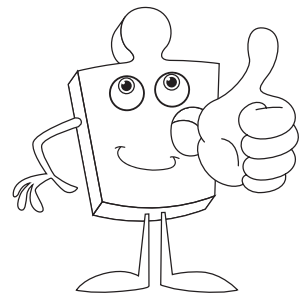
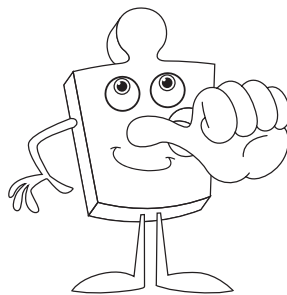
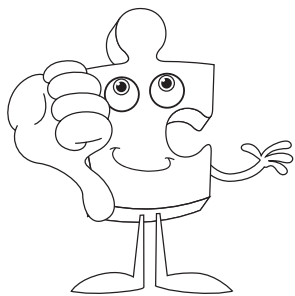
Being Me in My World Piece 3

Ages 6-7

Name

I can listen to other people and contribute my own ideas about rewards and consequences

I can help to make my class a safe and fair place



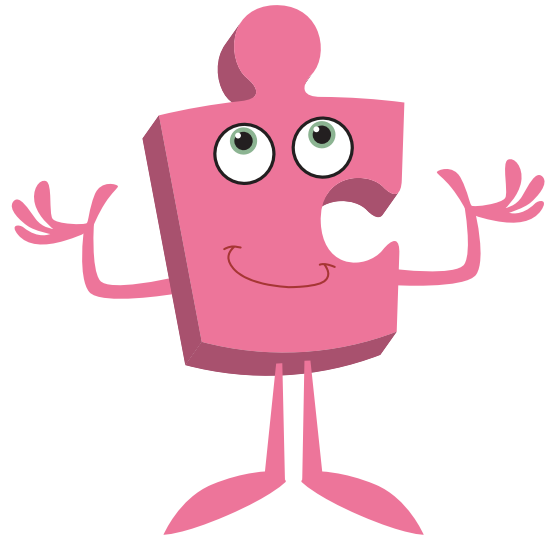
TINT BOX - To improve next time I

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Puzzle 1: Being Me in My World - Ages 6-7 - Piece 4

Rewards and Consequences

Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)	Please teach me to... listen to other people and contribute my own ideas about rewards and consequences help make my class a safe and fair place
Resources Jigsaw Charter Jigsaw Jo Jigsaw Chime 'Calm Me' script 'Calm' pictures 'What Might Happen?' PowerPoint pictures Scenario picture cards Jigsaw Jerrie Cat My Jigsaw Learning Jigsaw Journals	Vocabulary Praise Reward Consequences Positive Negative



Teaching and Learning

The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together.

Connect us

Ask the children to follow the actions you do, e.g. you clap, the child on your right claps, the child on his right then claps so that the clap is passed all around the circle and back to you. You say "Excellent, the consequence of me clapping was that the clap went all around the circle." (You are introducing children to the concept of consequences.) Then tap two fingers on your palm and pass that around the circle making the point that because you did this, certain actions followed.

Calm me

Slide 1: Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime, the 'Calm Me' Script and slide 1 Calm pictures.

Open my mind

Think of a time when you were really good and well-behaved or when you were a great helper and somebody was really pleased. How did this feel? (Teacher may need to start by giving an example).

Think of a time when you got a treat or reward for something you did e.g. a thank you or a present. What did you do, what was your reward and how did you feel?

Ask me this...

How does it feel to take part in this activity?
 Do you understand that every behaviour has a consequence?
 Do you understand what 'consequence' means?

Can I feel my tummy rise and go back in again?
 Is my mind calm?

Tell me or show me

Slides 2-4: Show the 'What might happen?' PowerPoint pictures. After each slide invite the children in pairs to think about and share their ideas on what might happen. Ask for some examples. Reinforce the language of choice and consequence for each picture. Use questions such as:

What are the negative/unhelpful choices the children are making?

What might happen/ what might be the consequence of their choices?

What might the alternative positive/helpful choice might be?

If the children make positive/helpful choices what might the consequences be?

Invite the children to think about some of the negative consequences that happen in school for unhelpful behaviour/choices and give examples from your setting's behaviour and learning policies as illustration.

Let me learn

Having established that every action has a consequence, children work in groups to discuss the scenario picture cards. Together they need to work out:

- What negative behaviour/choices can they see in each picture?
- What the consequences might be of that behaviour?

Guide the children to reflect that negative/unhelpful behaviours deserve a consequence instead of a reward.

Ask the children to revisit each picture and decide on a fair/ proportionate consequence for each negative learning behaviour. Share their ideas.

As a whole-class, children decide on appropriate consequences they think would be fair if someone in their school/class:

- Stopped someone else from learning
- Didn't want to make an effort
- Did a disappointing piece of work

The teacher could scribe these ideas and feed these into the Whole-school Learning Charter.

(Note: Your Jigsaw Subject Lead in the school/setting should have agreed the process for the Whole-school Learning Charter with staff prior to starting this Puzzle (unit or work). See 'The Jigsaw Approach' at the start of this resource for further details.)

Help me reflect

Slide 5: Share the learning intentions from this lesson (Piece) with the children and for each one ask them whether they are a thumbs-up, neutral or down. Show My Jigsaw Learning and model with the class how the sheets are to be completed. Hand out one My Jigsaw Learning sheet to each child. When completed these are stuck into their Jigsaw Journals. The teacher is free to re-frame or exemplify the learning intentions to aid pupil understanding.

Notes

Being Me in My World

Calm Me Script - Ages 6-7 - Piece 4

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

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

Note to the Teacher

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



Being Me in My World
Sample Learning Charter - Ages 6-7

Our Learning Charter

Rights

We have the right to:

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

Responsibilities

We have the responsibility to:

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

Rewards

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

Consequences

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



Being Me in My World

'Calm' Pictures PowerPoint Slide 1 - Ages 6-7 - Piece 4



Being Me in My World

What Might Happen? PowerPoint - Ages 6-7 - Piece 4

Slide 2



Slide 3



Slide 4



Being Me in My World
Scenario Picture Cards - Ages 6-7 - Piece 4



Being Me in My World
Scenario Picture Cards - Ages 6-7 - Piece 4





Being Me in My World

PowerPoint Slide 5: My Jigsaw Learning - Ages 6-7 - Piece 4



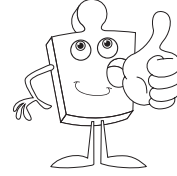
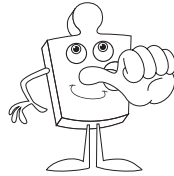
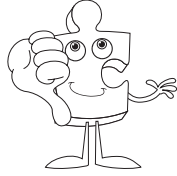
My Jigsaw Learning

Being Me in My World Piece 4

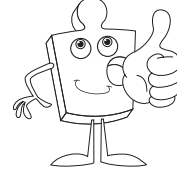
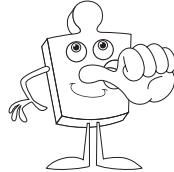
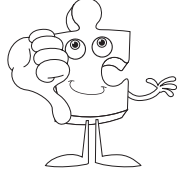
Ages 6-7

Name

I can listen to other people and contribute my own ideas about rewards and consequences



I can help to make my class a safe and fair place



TINT BOX - To improve next time I

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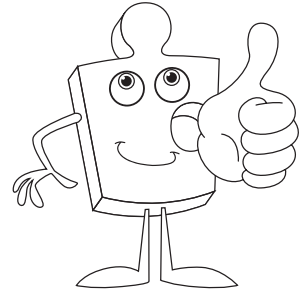
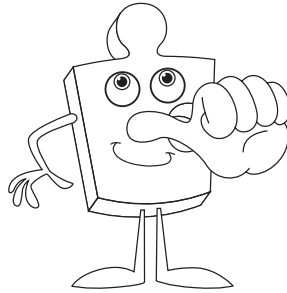
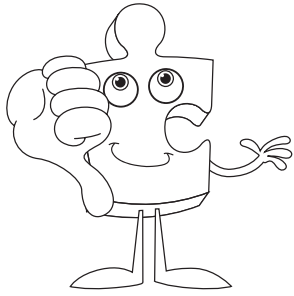
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Being Me in My World Piece 4

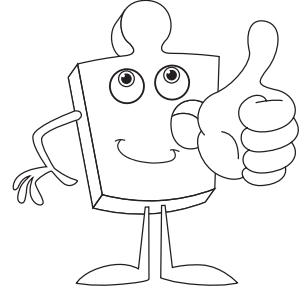
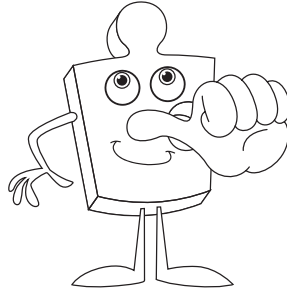
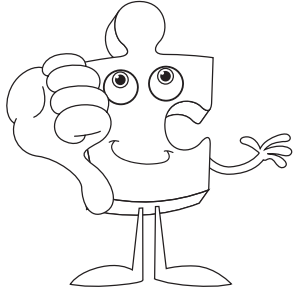
Ages 6-7

Name

I can listen to other people and contribute my own ideas about rewards and consequences



I can help to make my class a safe and fair place



TINT BOX - To improve next time I

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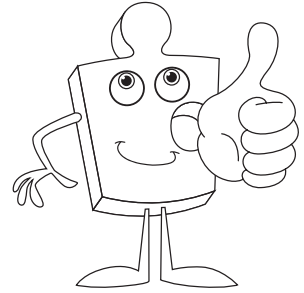
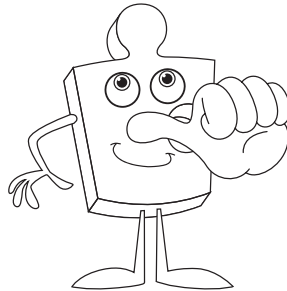
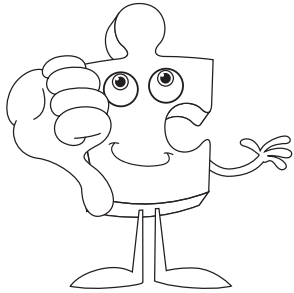
My Jigsaw Learning

Being Me in My World Piece 4

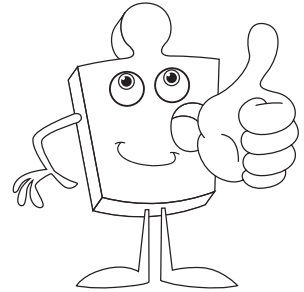
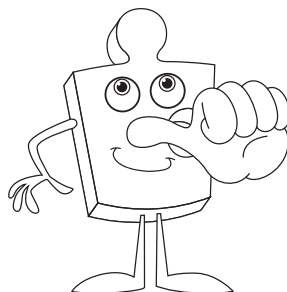
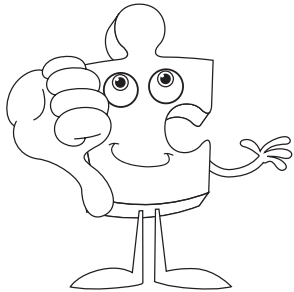
Ages 6-7

Name

I can listen to other people and contribute my own ideas about rewards and consequences



I can help to make my class a safe and fair place



TINT BOX - To improve next time I

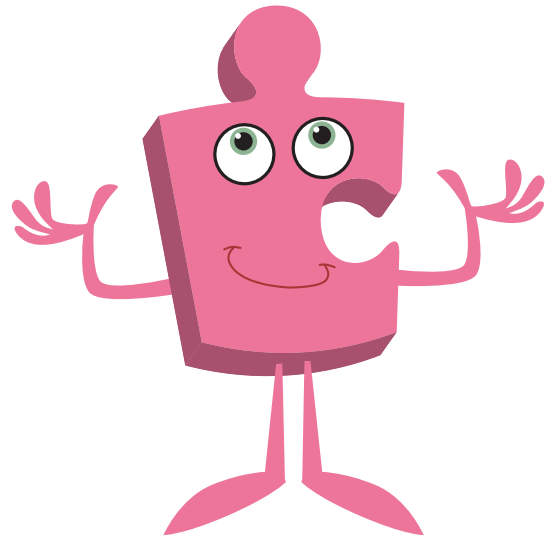
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Puzzle 1: Being Me in My World - Ages 6-7 - Piece 5

Our Learning Charter	
<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... understand how following the Learning Charter will help me and others learn work cooperatively</p>
<p>Resources Jigsaw Charter Jigsaw Chime 'Calm Me' script 'Calm' pictures Jigsaw Jo Jigsaw Jerrie Cat Jigsaw Jo's bag Jigsaw pieces template Camera Whole-school Charter or Jigsaw sample Learning Charter Art materials My Jigsaw Learning Jigsaw Journals</p>	<p>Vocabulary Co-operate Learning Charter Rights Responsibilities Rewards Consequences Problem-solving Choices</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Next play the Rainforest game: in the format of a group wave, start off by tapping two fingers on the palm of your hand, the child next to you copies, then the one next to them copies. Explain to the children they have to wait for the movement to get to them before they begin. When it gets back to the start, the teacher then claps hands and this movement follows around the circle. The children continue to tap two fingers until the clap movement reaches them. Then the next movement is to slap knees, then stamp feet, so that the sound builds to a crescendo like a rainstorm building up from pitter-patter to full-on rainfall. Then gradually it subsides with the movement then going backwards from stamping feet, to clapping hands on knees, clapping and by tapping two fingers until the last round, when the teacher puts both hands on her knees until all children in the circle have done the same, and there is silence. The consequence of starting the tapping was the Rainforest Wave.</p> <p>Calm me Slide 1: Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.</p>	<p>Ask me this...</p> <p>How does it feel when the whole class works together like this?</p> <p>Which picture helps you to feel the most calm? Can you feel your tummy rise and go back in again? Is your mind calm? Do you understand how these pieces fit together? Are you willing to help yourself and others learn by taking responsibility? Do you all understand how our new school Learning Charter will help us all learn?</p>



Open my mind

Prior to this Piece, the teacher has enlarged onto coloured card and cut out the four jigsaw pieces from the template. These four jigsaw pieces are in Jigsaw Jo's bag. Jigsaw Jo takes the 'Rights' piece from the bag. The teacher reminds the children about their right to learn and the children recall what that means to them. Stick that puzzle piece on flipchart. Do the same with the 'Responsibilities', 'Rewards' and 'Consequences' jigsaw pieces, each time recalling learning from previous Pieces and illustrate how these pieces fit together by making a jigsaw puzzle on the flipchart. Reinforce with the children how this will work in the classroom in order for everybody to be able to learn well.

Tell me or show me

By this point children from older year groups in the school/setting or the student council would have been helped to bring together a Whole-school Learning Charter (or refreshed the existing one if this is a subsequent year of using Jigsaw).

The teacher should share this with the class and explain how their ideas have contributed. The teacher can also explain how this will work in the school and in the class. If the Whole-school Learning Charter is not available use the sample Jigsaw one from the resources.

Let me learn

Ask the children to work in groups and design a poster that illustrates the Learning Charter in action in the classroom. They may choose to focus on a particular aspect, or the teacher can give certain aspects to each group to include in their poster. If the Whole-school Learning Charter is not available at this stage, the children can still design posters based on some of the positive learning behaviours discussed in previous lessons (Pieces).


Ideas could include:

- A picture of a positive behaviour in action with a slogan
- A picture of the whole class following the Learning Charter/ Right to Learn
- A picture of children taking different responsibilities
- A poster of key words that reflect positive praise and encouragement

Offer the children a range of media to work with as appropriate e.g. drawing/painting/ ICT/ collage.

Display the children's posters in class and take photos to include in the children's Jigsaw Journals.

As an extension activity, children could design their own rewards e.g. stickers, certificates, postcards home etc.

Pause Point: Slide 2:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite children to stop, close their eyes and notice what thoughts are in their minds right now. Would anyone like to share these? Explain that it is useful to be able to notice our thoughts.

Help me reflect

Slide 3: Show the children the My Jigsaw Learning sheet for this lesson and ask them to show whether they are a thumbs-up, neutral or thumbs down for each learning intention. Ask the children to record this on the sheet and the stick it into their Jigsaw Journal. The teacher may need to exemplify the learning intentions for the children.

Do you think the rewards and consequences in the Learning Charter are fair?

How can we make the Learning Charter work in our class?

Is there anything in the Learning Charter you don't understand or are worried about?

How can you contribute to making the Learning Charter work for everyone in our class?

Notes

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

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

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

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

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

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

Schools may want professionally designed and produced materials to support their Learning Charter. For more information please email office@janlevergroup.com

Certificates

Each child will need a personalised certificate next lesson. These can be found in an electronic file on the Community Area of www.jigsawpshe.com

Being Me in My World

Calm Me Script - Ages 6-7 - Piece 5

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


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

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

Note to the Teacher

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

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PAUSE POINTS  are indicated in some lessons. Raise Jigsaw Jerrie Cat's paws to show the children it is time to stop (pause), take some gentle, deep breaths, and look inside to see what they are thinking and/or feeling right now.

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



Being Me in My World

'Calm' Pictures PowerPoint Slide 1 - Ages 6-7 - Piece 5



Our Learning Charter

Rights

We have the right to:

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

Responsibilities

We have the responsibility to:

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

Rewards

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

Consequences

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



Being Me in My World
Jerrie Cat PowerPoint Slide 2 - Ages 6-7 - Piece 5



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Being Me in My World
Jigsaw Pieces Template - Ages 6-7 - Piece 5





Being Me in My World

PowerPoint Slide 3: My Jigsaw Learning - Ages 6-7 - Piece 5



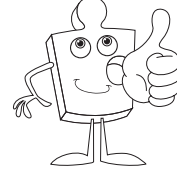
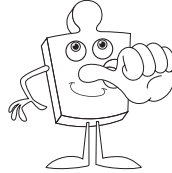
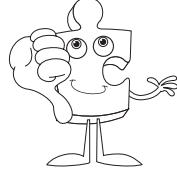
My Jigsaw Learning

Being Me in My World Piece 5

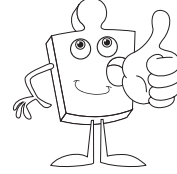
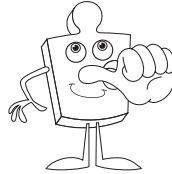
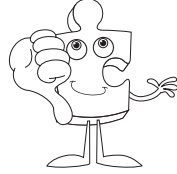
Ages 6-7

Name

I understand how following the Learning Charter will help me and others learn



I can work cooperatively



TINT BOX - To improve next time I

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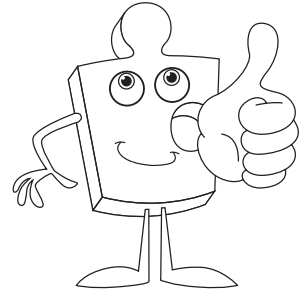
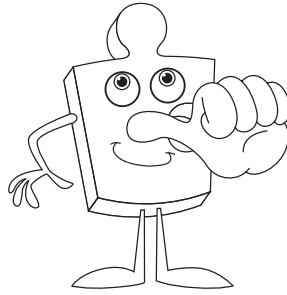
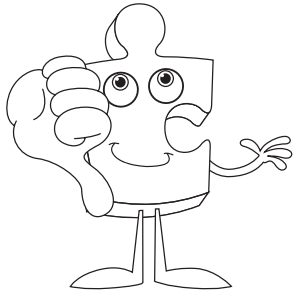
My Jigsaw Learning

Being Me in My World Piece 5

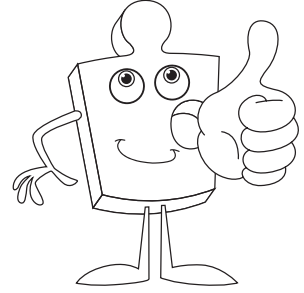
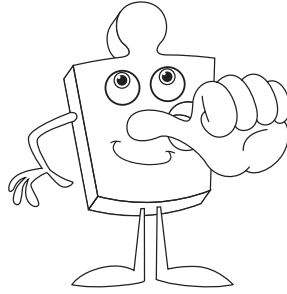
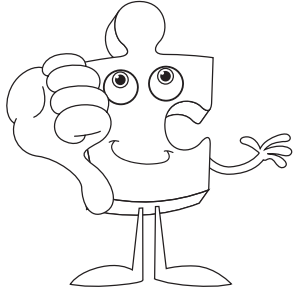
Ages 6-7

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I understand how following the Learning Charter will help me and others learn



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TINT BOX - To improve next time I

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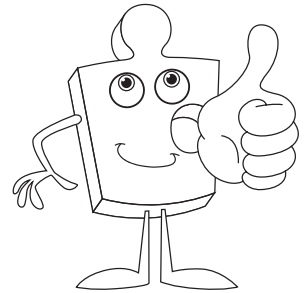
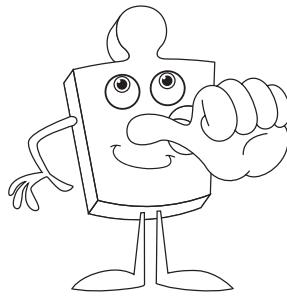
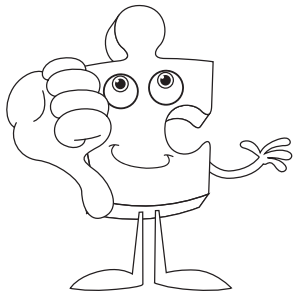
My Jigsaw Learning

Being Me in My World Piece 5

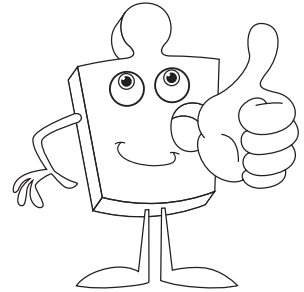
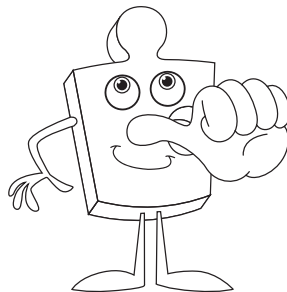
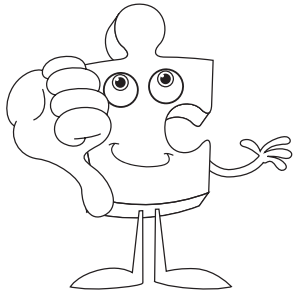
Ages 6-7

Name

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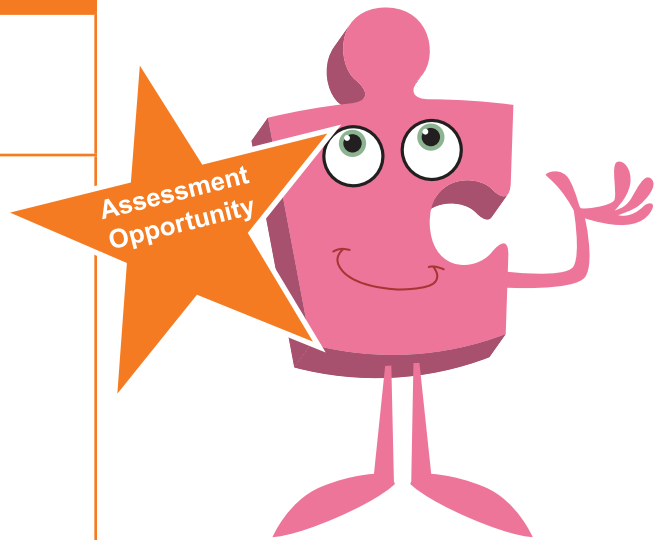
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Puzzle 1: Being Me in My World - Ages 6-7 - Piece 6

Owning our Learning Charter

<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... <i>recognise the choices I make and understand the consequences</i> <i>to follow the Learning Charter</i></p>
<p>Resources Jigsaw Charter Jigsaw Chime 'Calm Me' script 'Calm' pictures Jigsaw Jo Jigsaw Jerrie Cat Learning Charter Coloured stickers Children's posters from last week A4 paper My Jigsaw Learning Certificates Jigsaw Journals</p>	<p>Vocabulary Learning Charter Responsibilities Rights Rewards Consequences Choices</p>



<p>Teaching and Learning Teacher notes Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals. As a result, teachers may wish to consider giving this lesson slightly more curriculum time, and/or choose to do the Let me learn part of the lesson with the teacher(s) working with each group in turn.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Play the game 'Switch places if...'. Examples to use: if you have green eyes, if you like football, if you like chocolate, if you have a younger sister. Where this applies to them, children stand up, walk and change places within the circle. Teacher makes the point that although we are all different, we have things in common, we are similar and different.</p> <p>Calm me Slide 1: Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime, the 'Calm Me' Script and the Calm pictures if needed.</p> <p>Open my mind Still in the circle, ask children to work with the child sitting next to them (a new talking partner) and to identify two things they both like. e.g. chocolate, dogs, ballet, football. Then pass Jigsaw Jo around the circle inviting each child to hold Jigsaw Jo and finish the sentence: "One thing we both like is...". Teacher makes the point that as a class we are connected and will spend a lot of time learning together this year. The Learning Charter is really important but it is also important for us to make friends with each other, have fun together and enjoy being part of this class.</p>	<p>Ask me this...</p> <p>Do you feel connected to the members of our class?</p> <p>Which picture helps you to feel most calm? Can you feel your tummy rise and go back in again? Is your mind calm? Does it feel good to be calm and quiet? Does your mind feel ready to learn?</p>
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Tell me or show me

Quickly review the Whole-school Learning Charter (or the example one from the Jigsaw resources). Bring out the children's posters from the last lesson and pick out some of the key features in each. Ask the children to explain what they included and why.

Let me learn

Hand out a blank sheet of paper for each child (or this work can be completed directly in the Jigsaw Journals). Ask the children to complete the following task.

- Draw a picture of someone who is choosing to follow the Learning Charter. Explain (by writing or drawing) why this is fair.

The prompt questions can be used by the teacher to draw out the learning from the Puzzle (unit) while the children are completing this task. Teachers/ adult helpers may wish to sit with each group in turn so they can also scribe/record the children's discussions.

Help me reflect

Slide 2: Hand out the My Jigsaw Learning sheets for lesson and ask the children to complete as before and stick into their Jigsaw Journals.

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

How can we help each other with our work?

How does it feel to give and receive praise?

Why is it unfair if someone chooses not to follow the Learning Charter?

Why do you think having a Learning Charter is a good idea?

Can you tell me some of the helpful choices people can make to help our class a happy and safe place for learning? Why do you like that?

Can you tell me some of the consequences that might happen if someone chooses to follow the Learning Charter?

What might be the consequences if somebody doesn't make helpful choices?

Notes

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

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Schools may want professionally designed and produced materials to support their Learning Charter. For more information please email office@janlevergroup.com

Certificates

Each Puzzle (unit) has its own certificate for the teacher to complete for each child. This is an opportunity for the teacher to give the child feedback on their learning and progress. The certificates can then be presented and stuck into their Jigsaw Journals. As an extension activity they could then reflect and/ or record how it felt to receive the certificate and their learning progress.

Being Me in My World

Calm Me Script - Ages 6-7 - Piece 6

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


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

Note to the Teacher

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

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Being Me in My World
Sample Learning Charter - Ages 6-7

Our Learning Charter

Rights

We have the right to:

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

Responsibilities

We have the responsibility to:

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

Rewards

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

Consequences

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



Being Me in My World

'Calm' Pictures PowerPoint Slide 1 - Ages 6-7 - Piece 6





Being Me in My World

PowerPoint Slide 2: My Jigsaw Learning - Ages 6-7 - Piece 6



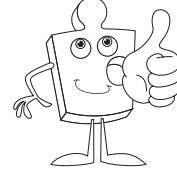
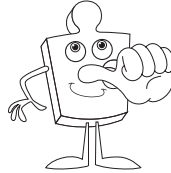
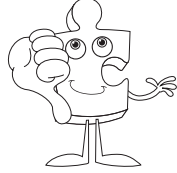
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Being Me in My World Piece 6

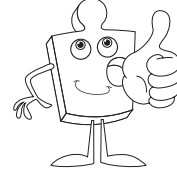
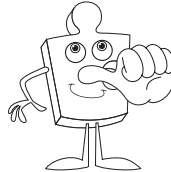
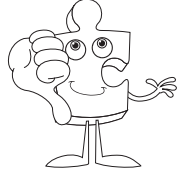
Ages 6-7

Name

I can recognise the choices I make and understand the consequences



I am choosing to follow the Learning Charter



TINT BOX - To improve next time I

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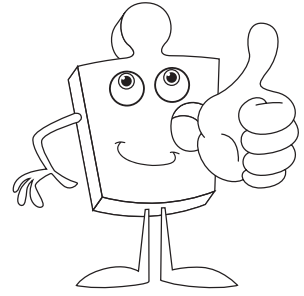
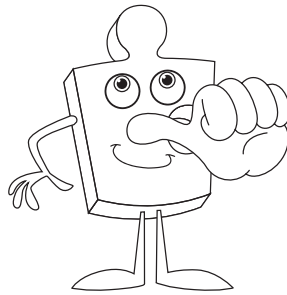
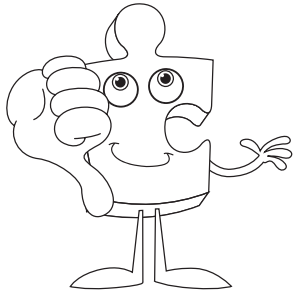
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Being Me in My World Piece 6

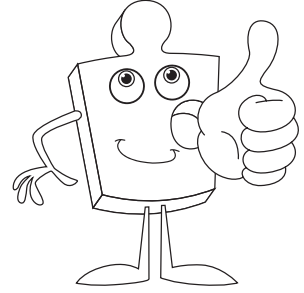
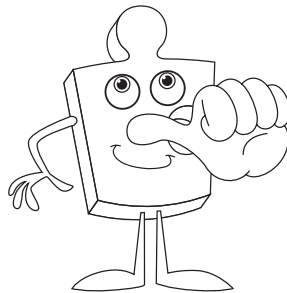
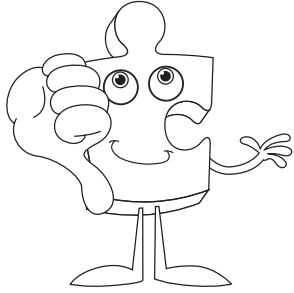
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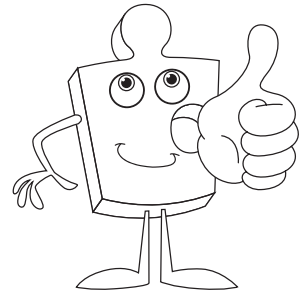
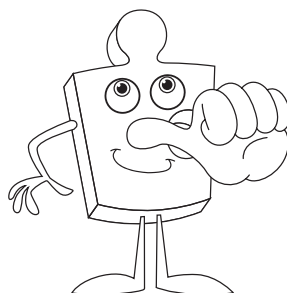
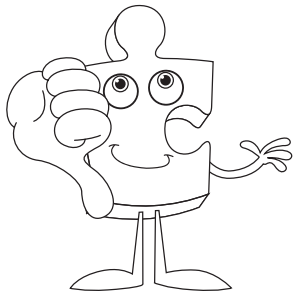
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Being Me in My World Piece 6

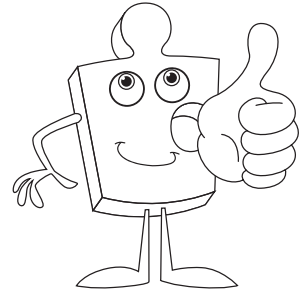
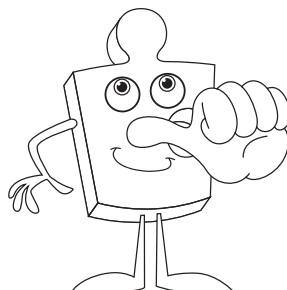
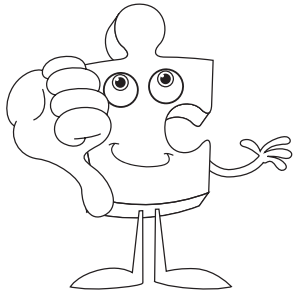
Ages 6-7

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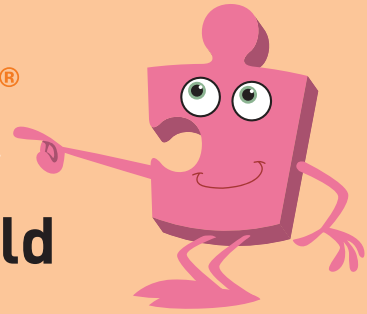


I am choosing to follow the Learning Charter



TINT BOX - To improve next time I

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Being Me in My World

Well done!



Please feel proud that you have learnt to:



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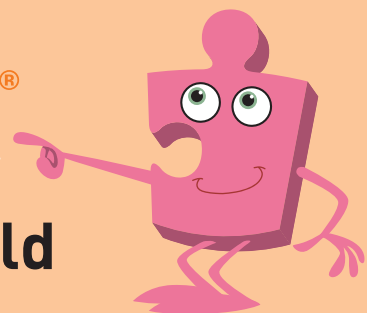
I am especially pleased that you:

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I am proud that I can:

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



Being Me in My World

Well done!



Please feel proud that you have learnt to:



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I am especially pleased that you:

.....

I am proud that I can:

.....

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

Exemplification for Ages 6-7 **Being Me in My World** Puzzle

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

WORKING TOWARDS

Picture/text/discussion: It is important to take care of things in our classroom

Picture/text/discussion: I like this class because everyone tries to be helpful and kind.

Ages 6-7 expectation

WORKING AT

Picture/text/discussion: It is unfair to disturb other people when they are working because it stops them from learning.

Picture/text/discussion: A helpful choice would be to make sure we look after the things in our classroom and keep it tidy. An unhelpful choice would be not taking care of our classroom. If we don't look after the things we use they might break.

WORKING BEYOND

Picture/text/discussion: Being safe at school and in other places is everyone's right. We have a Learning Charter that gives us rules to follow so our school is a good place to learn. If we are kind and friendly it helps our class stay happy.

Picture/text/discussion: If we chose to leave our things all over the cloakroom floor then the consequence of that might be that someone trips over and hurts themselves. It is our responsibility to be tidy so that accidents don't happen in the cloakroom. If we follow this rule a good consequence might be a reward from our teacher.

