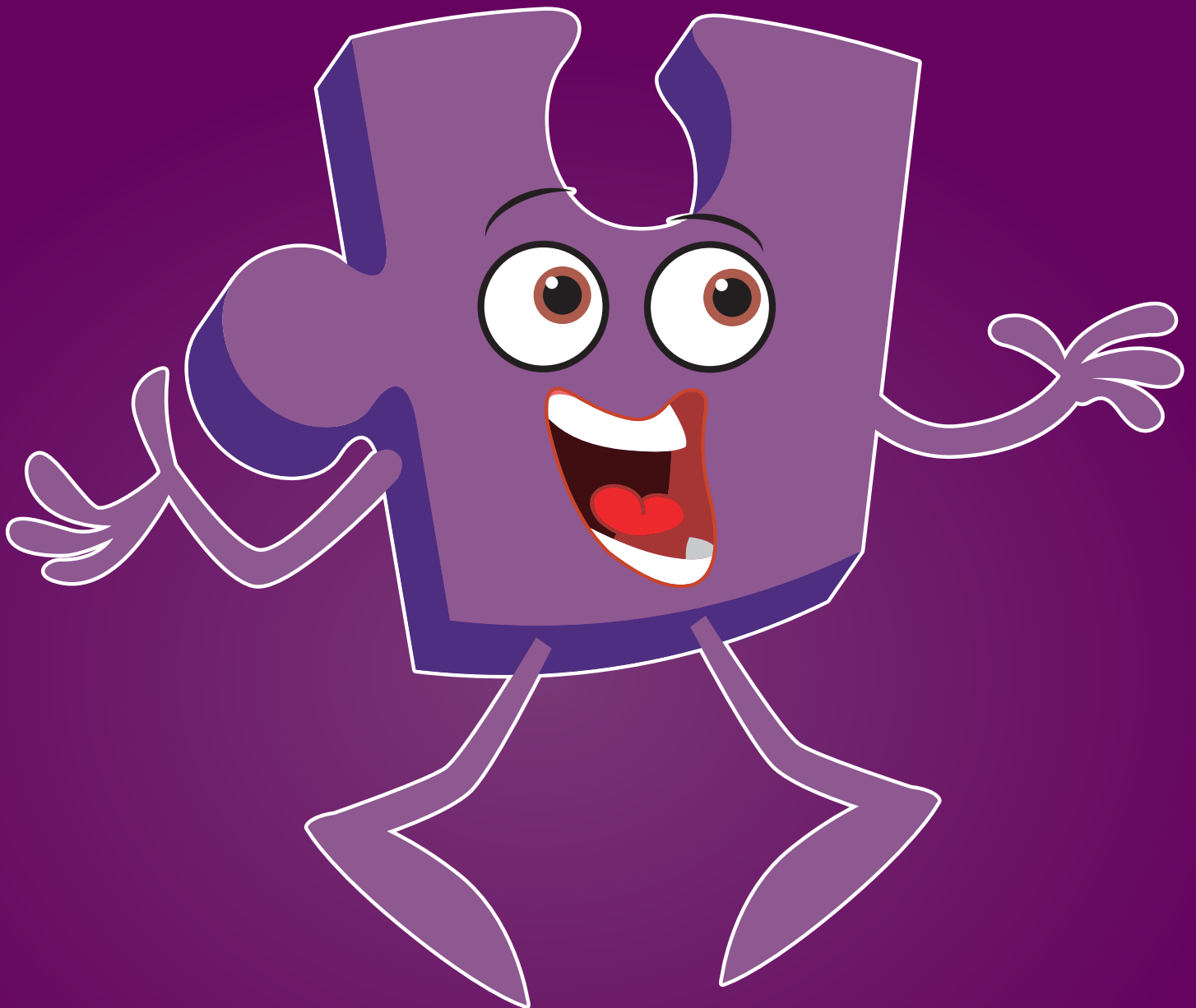


# Jigsaw!

The mindful approach to PSHE



Relationships - Ages 7-8

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



# Puzzle 5 - Relationships

## Puzzle Map - Ages 7-8



### Puzzle Outcome

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

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Family Roles and Responsibilities	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel	Jigsaw Chime, 'Calm Me' script, Male/female Jobs PowerPoint, Jigsaw Jino, Male/female/both cards, Sets of the 'Whose Responsibility?' cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Friendship	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution	Jigsaw Song: 'RELATIONSHIPS', Jigsaw Chime, Jigsaw Jino, 'Calm Me' script, 'Donkey' PowerPoint, Solve it together technique, Mending friendships resource sheet, Friendship conflict scenarios, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Keeping Myself Safe Online	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online	Jigsaw Jino, Jigsaw Chime, PowerPoint slide of 'Gaming App', 'Top Tips' cards, 'Calm me' script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Being a Global Citizen 1	I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino,, World map or globe, Bag of items including fair trade chocolate, a T-shirt made in a different country, rice, sugar, PowerPoint: Work in Other Countries Jigsaw, sweetcorn, Mobile phone, Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Being a Global Citizen 2	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them	Jigsaw Chime, 'Calm Me' script, Power Point-Children around the world and handouts, A set of the 'Wants and Needs' cards cut up, Paper and pens to create posters, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Jigsaw Jino.
Know and show what makes a good relationship	6. Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Jigsaw song: 'RELATIONSHIPS', Appreciation streamer description sheet, Materials for streamers: strips of coloured paper, pens, wooden batons, tape to secure streamers, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.



## Subject Leader's Preparation to Lead the Relationships Puzzle

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

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







## Puzzle Assembly/Collective Worship: Relationships

**Title: Relationships - Song: Relationships**

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

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

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

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

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

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

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

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

Thank the chefs for their involvement.

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

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

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

### Closing the assembly

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

## Relationships Assembly (PowerPoint Slides)

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

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

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

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

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

**CHORUS**



## Relationships Assembly (PowerPoint Slides)



## Relationships Assembly (PowerPoint Slides)



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

#### VERSE:

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

#### CHORUS:

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

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

#### CHORUS:

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

#### CHORUS



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

### VERSE:

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

### CHORUS:

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

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

### CHORUS:

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

### CHORUS

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

(Relationships)

Musical notation for the first system, measures 1-4. The score includes a vocal line with rests and a piano accompaniment with a bass line and a treble line.

Musical notation for the second system, measures 5-8. The score includes a vocal line with rests and a piano accompaniment with a bass line and a treble line.

Musical notation for the third system, measures 9-12. The score includes a vocal line with lyrics and a piano accompaniment with a bass line and a treble line.

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

12

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

15

Jaz and Jez, they love Jem so. Sis-ters and bro - thers, and

18

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

20

close to our heart.

Musical score for measures 20-23. The system consists of a vocal line and a piano accompaniment. The key signature is three sharps (F#, C#, G#). The vocal line starts with a quarter note G4, followed by a quarter rest, and then three whole rests. The piano accompaniment features a rhythmic pattern of eighth and sixteenth notes in the bass clef and quarter notes in the treble clef.

24

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

Musical score for measures 24-26. The system consists of a vocal line and a piano accompaniment. The key signature is three sharps. The vocal line has a quarter rest in measure 24, followed by quarter notes G4, A4, B4, and C5 in measure 25, and a triplet of quarter notes G4, A4, B4 in measure 26. The piano accompaniment continues with a consistent rhythmic pattern.

27

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

Musical score for measures 27-29. The system consists of a vocal line and a piano accompaniment. The key signature is three sharps. The vocal line has quarter notes G4, A4, B4, and C5 in measure 27, followed by a triplet of quarter notes G4, A4, B4 in measure 28, and quarter notes G4, A4, B4, and C5 in measure 29. The piano accompaniment continues with a consistent rhythmic pattern.

30

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

33

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

35

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

38

s is for sec - rets, and

Detailed description: This block contains the musical notation for measures 38 to 41. It features a vocal line in the treble clef and a piano accompaniment in the grand staff (treble and bass clefs). The key signature is three sharps (F#, C#, G#). The piano accompaniment consists of a steady eighth-note bass line and chords in the right hand. The vocal line begins with a whole rest in measure 38 and then enters in measure 39 with the lyrics 's is for sec - rets, and'.

42

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

Detailed description: This block contains the musical notation for measures 42 to 44. It features a vocal line in the treble clef and a piano accompaniment in the grand staff. The key signature is three sharps. The piano accompaniment continues with the same eighth-note bass line and chords. The vocal line enters in measure 42 with the lyrics 'I is for help - ing. I is for in - put, and p is for per - son - al.'.

45

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

Detailed description: This block contains the musical notation for measures 45 to 47. It features a vocal line in the treble clef and a piano accompaniment in the grand staff. The key signature is three sharps. The piano accompaniment continues with the same eighth-note bass line and chords. The vocal line enters in measure 45 with the lyrics 'Jen-ie and Jack, Jo and Ji - no. Jaz and Jez, they'. A triplet of eighth notes is marked in measure 46.

48



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

This block contains the musical notation for measures 48 and 49. It features a vocal line with lyrics and a piano accompaniment. The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The piano part consists of a steady eighth-note accompaniment in the right hand and a bass line in the left hand.

50



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

This block contains the musical notation for measures 50 and 51. It features a vocal line with lyrics and a piano accompaniment. The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The piano part continues with the same accompaniment as in the previous block.

52



close to our heart.

This block contains the musical notation for measures 52 and 53. It features a vocal line with lyrics and a piano accompaniment. The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The piano part concludes with a final chord in the right hand and a sustained bass line in the left hand.



# Weekly Celebration 1

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



# Weekly Celebration 2

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



# Weekly Celebration 3

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



# Weekly Celebration 4

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



Puzzle 5

# Weekly Celebration 5

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

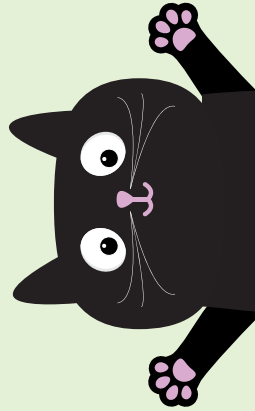


# Weekly Celebration 6

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



## Class Teacher's Preparation to Lead the Relationships Puzzle with children Ages 7-8



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

- Piece 1: All resources within Jigsaw  
Laminated Jigsaw Charter
- Piece 2: All resources within Jigsaw
- Piece 3: All resources within Jigsaw
- Piece 4: World map or globe  
Bag of items containing Fairtrade chocolate, a T-shirt made in a different country, a bag of rice, a bag of sugar, tin of sweetcorn, mobile phone.
- Piece 5: Paper and pens to make posters
- Piece 6: Strips of coloured paper 30cm x 5cm (enough for 3 pieces per child)  
Pens  
Tape  
Batons or sticks

### Additional planning considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 1-3). **Print/copy** sets of 'Whose responsibility?' cards and 'Male/Female/both cards, one set per group.
- Piece 2: **Copy/print** enough conflict scenario cards so that each group or pair has one. **Copy/print** Solve it together sheets/or Mending friendship sheets
- Piece 3: **Copy/print** set of 'Top Tips' cards, one set per group.
- Piece 4: **Print/copy** My Jigsaw Journey sheets (each child needs one that includes Learning Intentions for Pieces 4-6).
- Piece 5: **Print/copy** one set of 'wants/needs cards and PowerPoint slide handouts for groups. **This lesson includes learning about deprivation and adoption/ fostering. These issues may be sensitive for some children, so the teacher should speak to any affected children in advance of the lesson to ensure they feel comfortable to participate.**
- Piece 6: **Copy/print** enough end of puzzle certificates and complete in advance for each child. **Copy/print** Appreciation streamer description sheets or display on whiteboard.

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 7-8 years sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks. They may wish to also organise this lesson so that the Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.



## Jigsaw Summative Assessment

### Tracking Pupil Progress: Ages 7-8

A copy of this table will be needed for each child. This table has three summative attainment descriptors for each Puzzle (unit of work). Each descriptor has two elements, the purple being specific to Personal, Social, Health and Economic education, and the green having a social/emotional focus. Using the child's formative assessments for each lesson relevant to that Puzzle, (My Jigsaw Learning/My Jigsaw Journey) and work in the child's Jigsaw Journal, and the assessment activities in Piece 6, the teacher should highlight the appropriate descriptors using a 'best fit' approach. Teachers should highlight one green and one purple statement which indicates whether the child is working towards, working at, or working beyond for that Puzzle. Teachers are also free to support their decisions by adding notes in the Teacher comments box from their own observation of the child across the six lessons in the Puzzle. As the summative assessment record is added to across the year, teachers may observe some children's progress is better within the purple or green statements. This will allow appropriate support to be identified for these children in future Jigsaw lessons and in the pastoral care system.

#### Jigsaw and Tracking Software

Jigsaw is pleased to be working in partnership with a growing number of education software companies to embed the Jigsaw attainment descriptors into their systems.

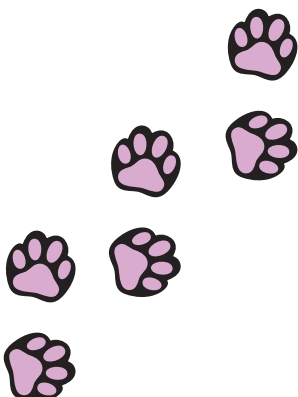
This will help schools track progress in PSHE alongside other curriculum subjects.

To see if the software you use at your school is from one of our partner companies, please see the list of companies on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com) or email your Jigsaw mentor.

If your software company is not yet on the list we may be working with them but not yet have completed the process, but to be sure, we would welcome you emailing us to let us know which company you work with so we can extend our work to include them if they are willing.

Please email [office@janleverage.com](mailto:office@janleverage.com)

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





Ages 7-8

**Jigsaw Summative Assessment: Tracking Pupil Progress**

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 4 Being Me in My World</b>		<p>I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it.</p> <p>I can give you some examples of how to work/play well with others.</p>	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.</p> <p>I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.</p>	
<b>Puzzle 2 Celebrating Difference</b>		<p>I can tell you about a conflict that I have witnessed or been involved with.</p> <p>I can tell you how a conflict that I have seen or been involved with made me feel.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.</p> <p>I can explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations.</p>	
<b>Puzzle 3 Dreams &amp; Goals</b>		<p>I can tell you something I did well in a learning challenge and something I want to get better at.</p> <p>I am happy to talk about what I did well and say why it makes me feel good.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can analyse my learning strengths and use this to design clear steps to help me improve.</p> <p>I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.</p>	

	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 4 Healthy Me</b>		<p>I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell.</p> <p>I know how to tell someone if I feel scared/unwell.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p> <p>I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p>	
<b>Puzzle 5 Relationships</b>		<p>I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries.</p> <p>I can tell you how I depend on other people and how other people depend on me.</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p> <p>I can express a sense of the responsibility we have for each other because of these connections.</p>	
<b>Puzzle 6 Changing Me</b>		<p>I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies.</p> <p>I can tell you something I like and something that worries me about the idea of growing up.</p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>I can describe fully the changes that take place inside/outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</p>	



## General Exemplification Guidance for teachers to assess children's work

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

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

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

WORKING TOWARDS	WORKING AT	WORKING BEYOND
<b>Student responses may be limited to:</b>	<b>Student responses may demonstrate:</b>	<b>In addition to Working At, student responses may also demonstrate:</b>
Description 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.*

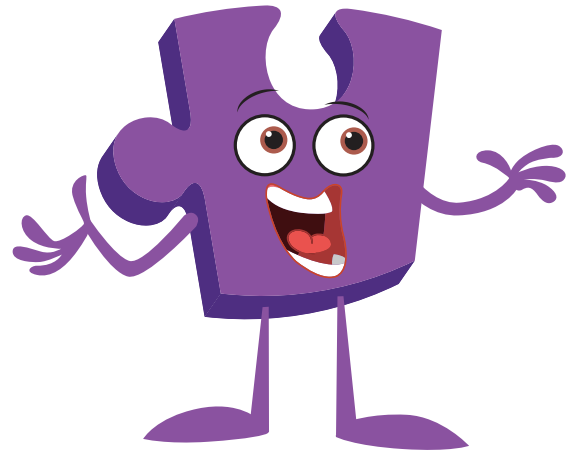
*You are getting much more confident at putting your point of view across in a group. Well done.*

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



## Puzzle 5: Relationships - Ages 7-8 - Piece 1

Family Roles and Responsibilities	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships</b> <b>Fiesta</b></p>	<p><b>Please teach me to...</b></p> <p>identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>describe how taking some responsibility in my family makes me feel</p>
<p><b>Resources</b></p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Male/female Jobs PowerPoint</p> <p>Jigsaw Jino</p> <p>Jigsaw Jerrie Cat</p> <p>Male/female/both cards</p> <p>Sets of the 'Whose Responsibility?' cards</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p><b>Vocabulary</b></p> <p>Men</p> <p>Women</p> <p>Male</p> <p>Female</p> <p>Unisex</p> <p>Role</p> <p>Job</p> <p>Responsibilities</p> <p>Differences</p> <p>Similarities</p> <p>Respect</p> <p>Stereotype</p>



<p><b>Teaching and Learning</b></p> <p><b>Note</b></p> <p>Teachers will need to be aware of the family backgrounds of their children, thereby being sensitive to any family situations that may be difficult for the children to discuss. Teachers should also be familiar with the Jigsaw Approach (the introductory chapter at the start of the Year Group materials), prior to teaching this unit (Puzzle).</p> <p><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b></p> <p>Play the game: What are you doing?</p> <p>With everyone standing in a circle a child starts off a mime of an everyday action e.g. brushing your hair, washing up, getting dressed, cooking dinner, etc. the child to the right of the miming child says: "Hello..., what are you doing?" and the miming child answers a completely different action to the one they are miming e.g. the child mimes washing up but when asked says "I am jogging on the spot". The child who asked "Hello..., what are you doing" then mimes the action said (so on this occasion jogging on the spot) and the next child then on the right asks the question "Hello..., what are you doing?" and the child who is now miming jogging on the spot answers a completely different action e.g. walking the dog and that action is then taken on by the child who asked the question "Hello..., what are you doing?". The game continues around the circle until everyone has had a turn. It is important to stress that the children are not to say an action that they wouldn't want to mime themselves and is respectful.</p> <p><b>Calm me</b></p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p><b>Ask me this...</b></p> <p>How does it feel playing this game?</p> <p>What skills do you need to play this game?</p> <p>Does your mind feel calm and ready to learn?</p>
--	---

## Open my mind

Slides 1-8: Show the PowerPoint male/female jobs.

Ask children to look at the pictures one by one and then to talk to a talking partner and share their thoughts...

Using Jigsaw Jino as the talking object ask the children to share their thoughts and be ready to challenge stereotypes that may well come up.

Ask the children to consider: does there have to be specific male or female jobs?



**Pause Point:** Slide 9: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause for 30 seconds and focus on what they are thinking and feeling right now. They don't have to share these ideas, and can keep them privately inside their heads.

## Tell me or show me

In groups of 4 to 6 give each group the male/female/both cards and then give each group a set of the 'Whose Responsibility?' cards. Ask the children to read each statement, decide if it is a job mainly for men, women or both and place it beneath the corresponding sign. You may want to provide some blank cards so that the children can write in some extra ideas of their own.

Gather the class together and compare ideas on the card sort exercise, question the children's responses and ask them why they have matched particular roles to particular genders. Does everyone agree? If not, why? Are there any roles that both men and women could do? Are there in fact any roles that cannot be done equally well by either men or women? Get them to question whether the conventional distribution of roles is necessary or just the result of tradition and habit. What happens in households where only one gender is present? Do the things we see online, in movies and TV show stereotypes? Can the children think of some examples?

Introduce the concept of stereotypes.

## Let me learn

In their Jigsaw Journals ask the children to draw each member of their family and to identify two jobs that each person, including themselves, does.

## Help me reflect

Slide 10: 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 'thumb-up, thumb-neutral or thumb-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

Are there some jobs that are more suitable for women? Why?

Are there any jobs that only men can do?

Are there any jobs that only women can do?

Whose responsibility is it?

Who does what jobs in your house?

Are there any differences in the jobs the boys are expected to do and the girls expected to do?

Is this fair? How do you feel about this?

## Relationships

### Calm Me Script - Ages 7-8 - Piece 1

Relationships are 2-way bonds and interactions with another person or animal.

In this 'Calm Me' time we will use some breathing techniques and some visualisation to help us think carefully about the people and animals in our lives who we really appreciate.

So let's start by sitting up straight, spines nice and long and both feet on the floor.

Close your eyes and focus all your thoughts on your breathing. We breathe all the time, all day and all night, don't we, but most of the time we are not aware that we are doing it...our bodies just keep breathing air in and out without us even asking them to. How amazing!

So now we are going to help our minds to focus just on our breathing...take a deep and gentle breath in through your nose while you silently count to 4 1..2..3..4.

When your lungs feel full up, hold your breath inside them for a moment and then gently let it flow out of your body through your mouth. Can you silently count to 6 as you breathe out? 1..2..3..4..5..6.

Do this several times and every time you breathe out feel any tensions or worries drift down through your body and out through your feet.

Breathing in 1..2..3..4 and breathing out 1..2..3..4..5..6 with all your worries drifting out through your feet.

So feeling calm and relaxed see if you can help your mind create a picture of your very favourite pet or cuddly toy. Imagine yourself cuddling or stroking your toy or pet and feel the feelings this gives you. You feel safe and soothed, calm and loved... stay with these feelings as you keep imagining your cuddly toy or your pet.

What a good feeling to be able to soothe yourself like this. How nice would that feel if you were a bit lonely or upset?

Now gently save that picture in your mind. You can come back to it any time you want to by just asking your mind to show you that picture.

Bring your awareness back to your lovely breathing again and take 2 or 3 deep, gentle breaths

1..2..3..4... and out 1..2..3..4..5..6.

When you feel ready to, bring your awareness back to being here in the classroom here and now and give a big stretch...then open your eyes and sit quietly while you listen to the chime until you can no longer hear any sound.



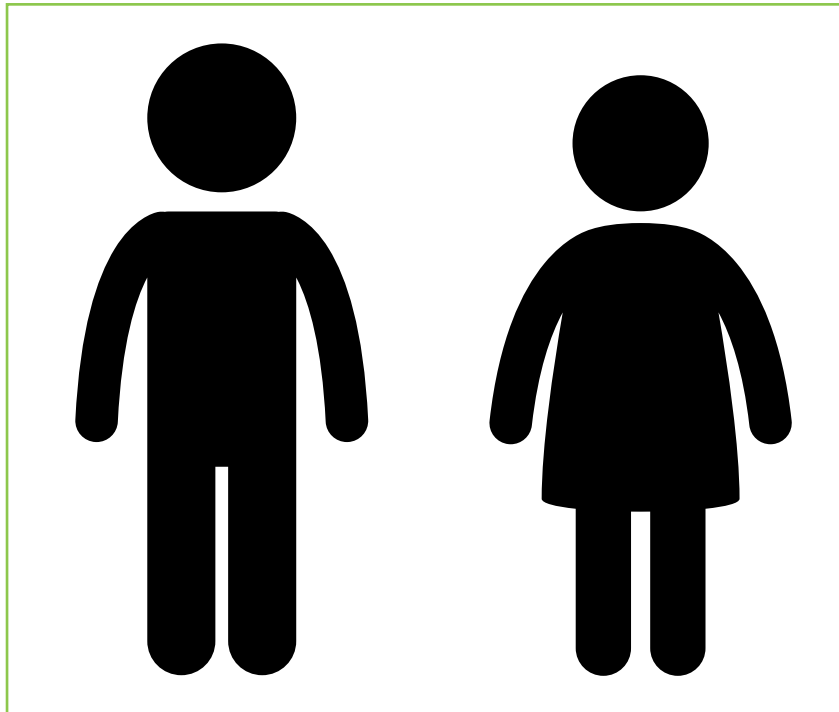
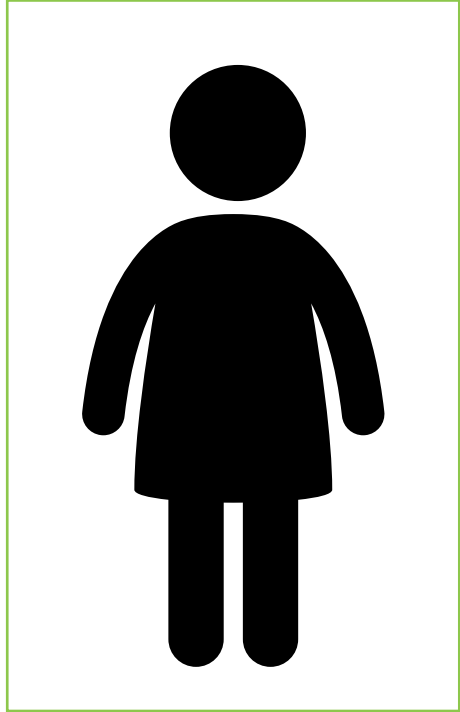
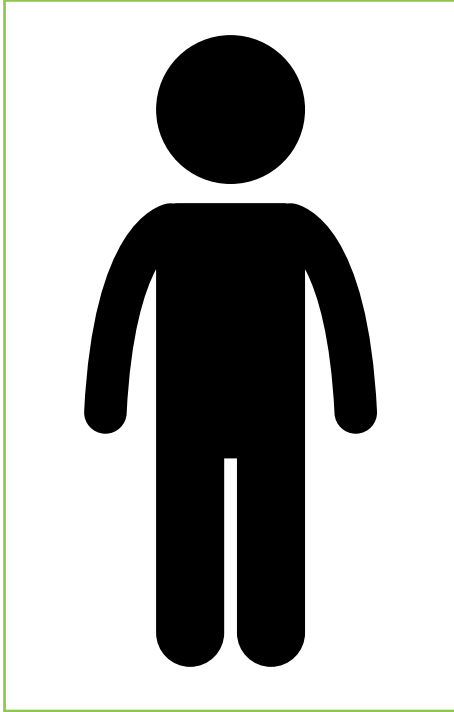
## Relationships

Male/Female Jobs PowerPoint Slides 1-8 - Ages 7-8 - Piece 1



## Relationships

Male/Female/Both Cards - Ages 7-8 - Piece 1



## Relationships

### Whose Responsibility Cards - Ages 7-8 - Piece 1

**Washing the car**

**Walking the dog**

**Decorating the house**

**Washing up**

**Mowing the lawn**

**Mending the leaky tap**

**Building a wall**

**Hanging out the washing**

**Cooking dinner**

**Tidying up**

**Bathing the baby**

**Dusting and sweeping**

**Weeding the garden**

**Doing the ironing**

Relationships

Jerrie Cat PowerPoint Slide 9- Ages 7-8 - Piece 1



© Jigsaw PSHE Ltd



# Relationships

## PowerPoint Slide 10: My Jigsaw Journey - Ages 7-8 - Piece 1



**My Jigsaw Journey**

**Jigsaw**

Puzzle 5 - Relationships (Pieces 1-3) Ages 7-8

Name: .....

		TINT BOX - To improve next time ...			
<b>Piece 1</b>	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.				
	I can describe how taking some responsibility in my family makes me feel.				
<b>Piece 2</b>	I can identify and put into practice some of the skills of friendship eg: taking turns, being a good listener.				
	I know how to negotiate in conflict situations to try to find a win-win solution.				
<b>Piece 3</b>	I know and can use some strategies for keeping myself safe online.				
	I know who to ask for help if I am worried or concerned about anything online.				

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson

© Jigsaw PSHE Ltd

Name .....

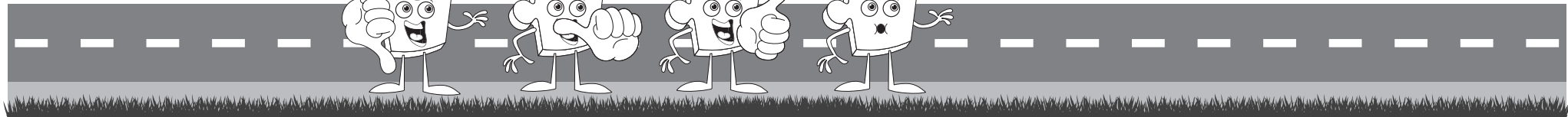
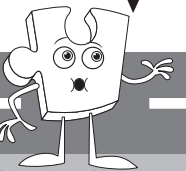
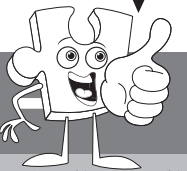
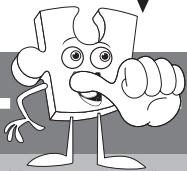
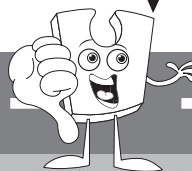
						TINT BOX - To improve next time I...
Piece 1	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.					..... ..... ..... .....
	I can describe how taking some responsibility in my family makes me feel.					..... ..... ..... .....
Piece 2	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.					..... ..... ..... .....
	I know how to negotiate in conflict situations to try to find a win-win solution.					..... ..... ..... .....
Piece 3	I know and can use some strategies for keeping myself safe online.					..... ..... ..... .....
	I know who to ask for help if I am worried or concerned about anything online.					..... ..... ..... .....

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

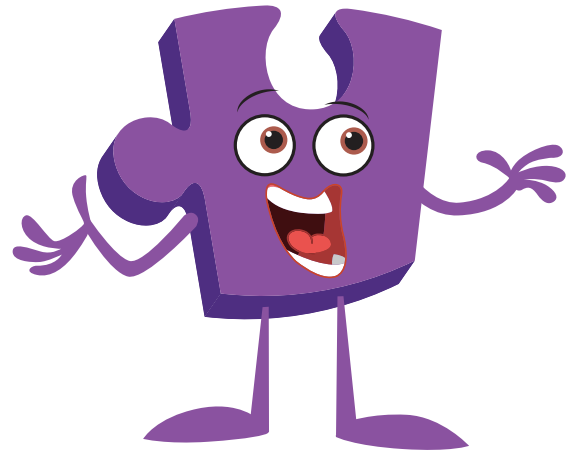
I missed this lesson





## Puzzle 5: Relationships - Ages 7-8 - Piece 2

Friendship	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships Fiesta</b></p>	<p><b>Please teach me to...</b>            identify and put into practice some of the skills of friendship.            know how to negotiate in conflict situations to try to find a win-win solution</p>
<p><b>Resources</b>            Jigsaw Jino            Jigsaw Jerrie Cat            Jigsaw Song: 'RELATIONSHIPS'            Jigsaw Chime            'Calm Me' script            'Donkey' PowerPoint            Solve it together technique            Mending friendships resource sheet            Friendship conflict scenarios            Jigsaw Journals            My Jigsaw Journey</p>	<p><b>Vocabulary</b>            Conflict            Solution            Problem solving            Friendship            Win-win</p>
<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b>            Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b>            Slide 1: Sing or listen to the Jigsaw song: 'RELATIONSHIPS'. Ask the children to think about the key messages of the song and to share ideas with a talking partner about what makes a good friend. Use Jigsaw Jino to briefly share some ideas.</p> <p><b>Calm me</b>            Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p><b>Ask me this...</b></p> <p>What skills do you need to be a good friend?            How can you recognise a good friend?</p> <p>Does your mind feel calm and ready to learn?</p>



### Open my mind

Slides 2-5: Show the two PowerPoint slides of the two donkeys tied together with string and both trying to reach separate bundles of grass.

Ask the children to come up with what solutions could be found so that both donkeys are happy and able to eat the bundles of grass.

Show the slide of both stood happily next to each other eating one bundle of grass and sharing it, and then second picture on same slide, eating the other bundle happily.

Share the children's ideas and ask if they are win-win solutions.

Ideas they might come up with are:

Cut/bite through the string.

One donkey stops pulling on the rope and lets the other donkey eat, then swap over so the other donkey can eat.

Both stop pulling and share each of the bundles of grass together - sharing...

Ask the children which are win-win solutions.

### Tell me or show me

Slide 6: Talk through the 'Solve it together technique' using children to act through each stage. (Alternatively use the Mending Friendships resource sheet.)

Use the following scenario to work through it:

'Harley hears that Jenna is going to a sleepover party at Bradley and Amy's house. At playtime Harley won't play with Jenna because she wasn't invited. Jenna doesn't understand what's wrong.'

Have two volunteer children to play Jenna and Harley. The teacher then prompts the children to see if they are happy to agree to the 'Solve it together technique.' Then the children are prompted to say their side of the problem

e.g. Jenna: 'I want to play but Harley won't and I don't understand'.

Harley: 'You've been invited to the sleepover, but I haven't'.

Then the children are prompted to share their feelings and then to listen to how the other person feels and then they have the chance to come up with possible solutions and reach an agreement.

Model this process so that the children recognise each of the steps so they can go through to reach a win-win solution.

### Let me learn

In small groups or pairs, give the children the chance to work through one of the friendship conflict scenarios using either the 'Solve it together technique' or the 'Mending Friendships' resource sheet.

Alternatively, they could use their own scenarios.

### Help me reflect

Slide 7: Invite the children to reflect on the learning intentions for this Piece (lesson) and record this on the My Jigsaw Journey template.

What might be a win-win solution?

What might help to solve this situation?

How might each person feel in this situation?

What solutions can you think of to solve this problem?

What skills do you need to help solve these problems?

What skills do you have that help you to be a good friend?

### Notes

## Relationships

### Calm Me Script - Ages 7-8 - Piece 2

Relationships are 2-way bonds and interactions with another person or animal.

In this 'Calm Me' time we will use some breathing techniques and some visualisation to help us think carefully about the people and animals in our lives who we really appreciate.

So let's start by sitting up straight, spines nice and long and both feet on the floor.

Close your eyes and focus all your thoughts on your breathing. We breathe all the time, all day and all night, don't we, but most of the time we are not aware that we are doing it...our bodies just keep breathing air in and out without us even asking them to. How amazing!

So now we are going to help our minds to focus just on our breathing...take a deep and gentle breath in through your nose while you silently count to 4 1..2..3..4.

When your lungs feel full up, hold your breath inside them for a moment and then gently let it flow out of your body through your mouth. Can you silently count to 6 as you breathe out? 1..2..3..4..5..6.

Do this several times and every time you breathe out feel any tensions or worries drift down through your body and out through your feet.

Breathing in 1..2..3..4 and breathing out 1..2..3..4..5..6 with all your worries drifting out through your feet.

So feeling calm and relaxed see if you can help your mind create a picture of your very favourite pet or cuddly toy. Imagine yourself cuddling or stroking your toy or pet and feel the feelings this gives you. You feel safe and soothed, calm and loved... stay with these feelings as you keep imagining your cuddly toy or your pet.

What a good feeling to be able to soothe yourself like this. How nice would that feel if you were a bit lonely or upset?

Now gently save that picture in your mind. You can come back to it any time you want to by just asking your mind to show you that picture.

Bring your awareness back to your lovely breathing again and take 2 or 3 deep, gentle breaths

1..2..3..4... and out 1..2..3..4..5..6.

When you feel ready to, bring your awareness back to being here in the classroom here and now and give a big stretch...then open your eyes and sit quietly while you listen to the chime until you can no longer hear any sound.





## Relationships

### RELATIONSHIPS Song PowerPoint Slide 1 - Ages 7-8 - Piece 2



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

**VERSE:**

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

**CHORUS:**

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

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

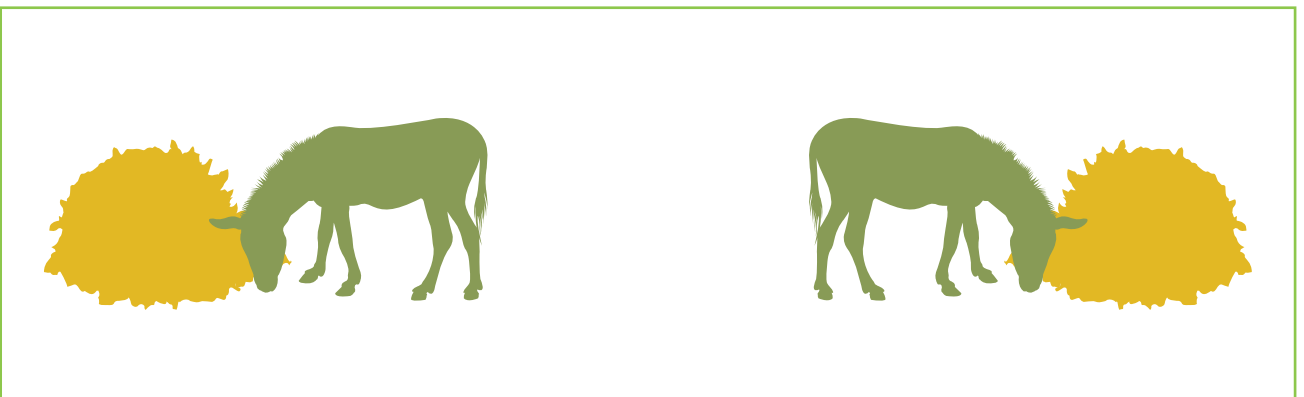
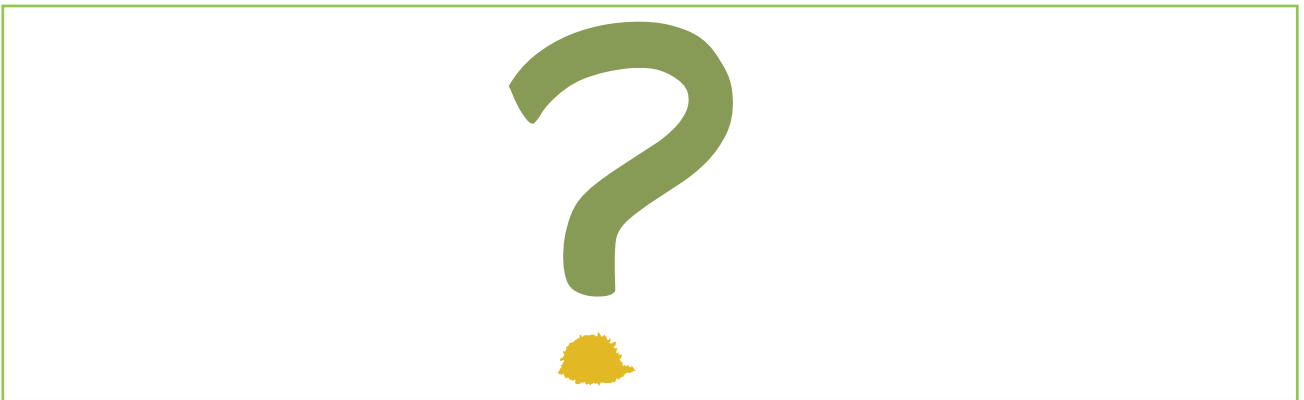
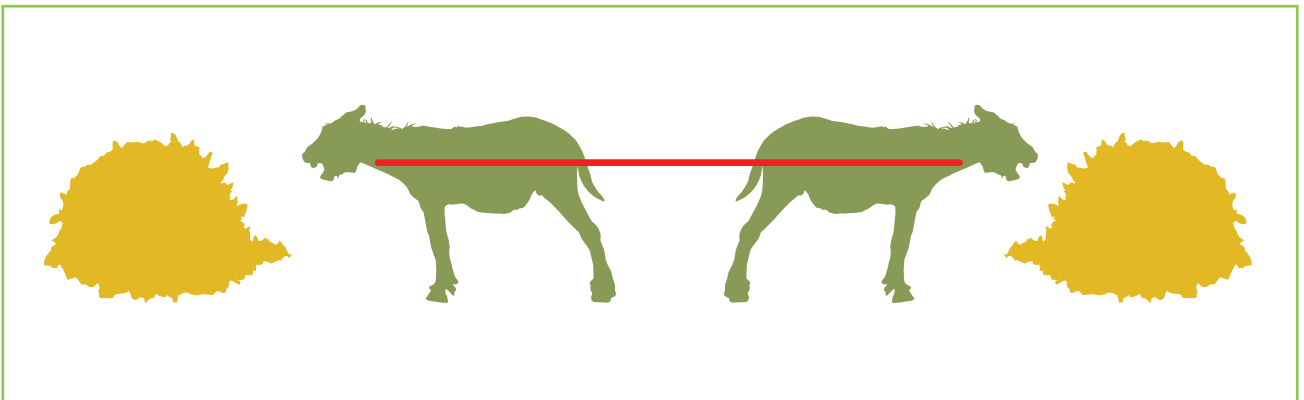
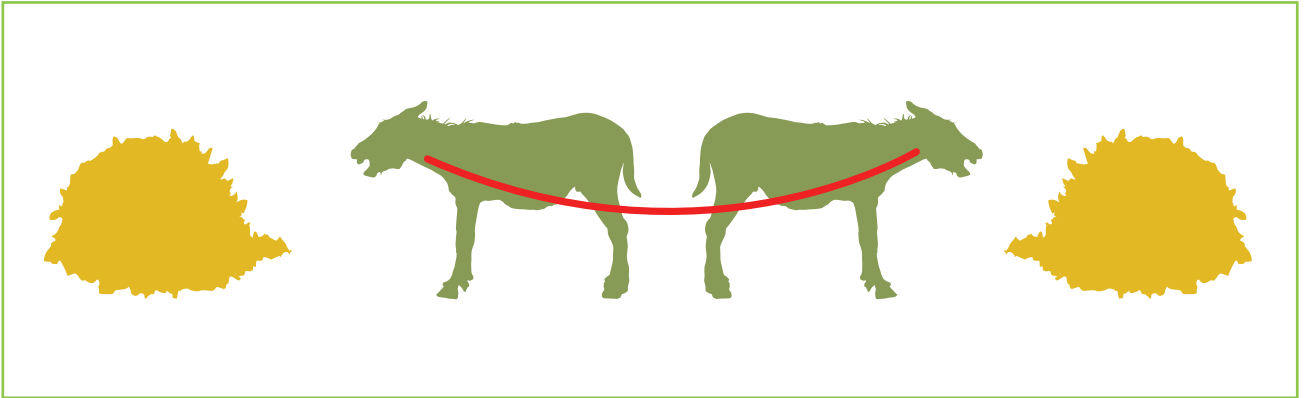
**CHORUS:**

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

**CHORUS**

## Relationships

Donkey PowerPoint Slides 2-5 - Ages 7-8 - Piece 2

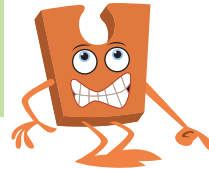


# 'Solve it together' Technique

## Step 1 - 'Solve it together' code

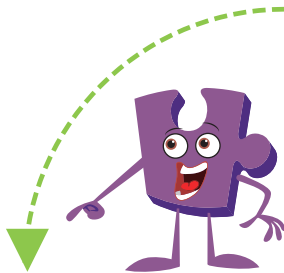
Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem



## Step 2 - Hearing both sides of the problem

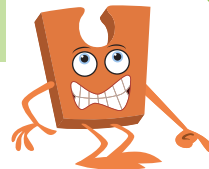
Each child has the chance to say what he/she thinks happened.



## Step 3 - Sharing feelings

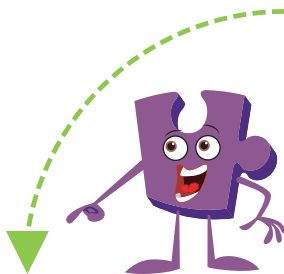
Each child has the chance to say how he/she feels about the situation.

Then each child has a chance to say how he/she thinks the other person might be feeling.



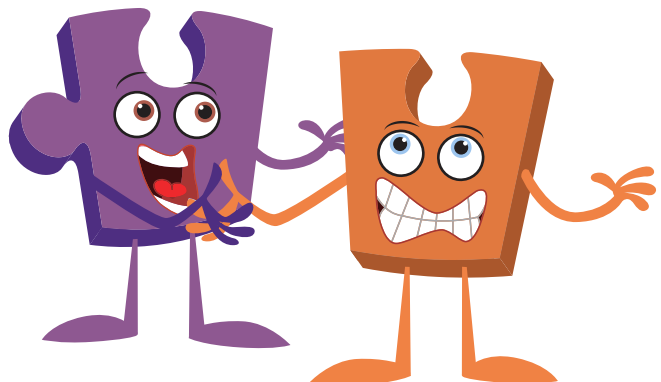
## Step 4 - Finding solutions

The children think of what they can do to solve the situation or to make the situation better for them both.



## Step 5 - The agreement

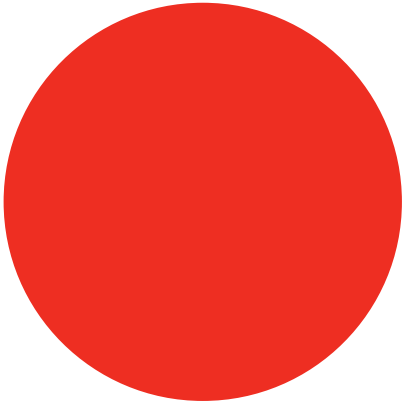
The children choose a solution and shake hands.



## Relationships

Mending Friendships - Ages 7-8 - Piece 2

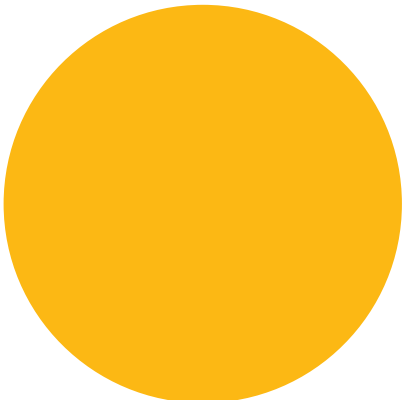
# Mending Friendships



## Stop

Think about how you're feeling. Angry? Upset? Disappointed? Let down?

Try to calm these feelings so you can think about what's gone wrong.



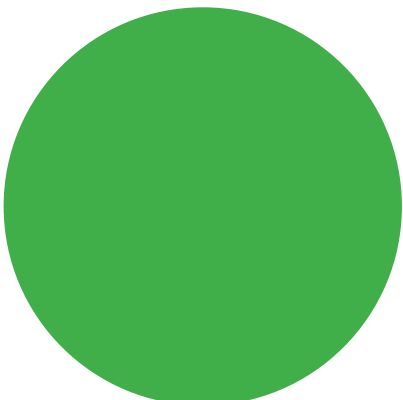
## Get Ready

Look at each other's point of view.

**Listen** to how the other person sees it.

**Talk calmly** about how you see it.

Work out what's gone wrong.



## Mend The Friendship

Say sorry if you need to (even if it's hard).

Agree how to put it right.

Do something fun together.

Have a special 'make friends' sign, gesture or phrase (touch little fingers, say "make friends, make friends...").



## Relationships

### Friendships Conflict Scenarios - Ages 7-8 - Piece 2

**Ben wants to play football but Rubin says he can't because they have already picked teams. Ben asks a couple of times and tries to get Rubin to let him play but Rubin still says no. So Ben picks up the ball and runs off with it.**


**Ellen borrows Fergus's ruler without telling him and accidentally breaks it.**


**Milo and Erin usually play together at playtime but today Milo decides to play with Yussef, leaving Erin out of the game.**




# Relationships

## PowerPoint Slide 6: My Jigsaw Journey - Ages 7-8 - Piece 2





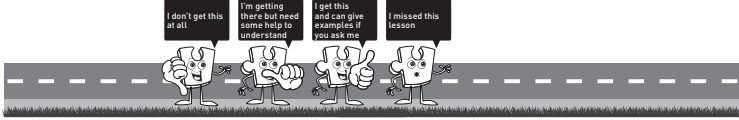


**Ages 7-8**

**Puzzle 5 - Relationships (Pieces 1-3)**

Name: .....

						<b>TINT BOX - To improve next time I...</b>
<b>Piece 1</b>	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.					.....
	I can describe how taking some responsibility in my family makes me feel.					.....
<b>Piece 2</b>	I can identify and put into practice some of the skills of friendship eg: taking turns, being a good listener.					.....
	I know how to negotiate in conflict situations to try to find a win-win solution.					.....
<b>Piece 3</b>	I know and can use some strategies for keeping myself safe online.					.....
	I know who to ask for help if I am worried or concerned about anything online.					.....

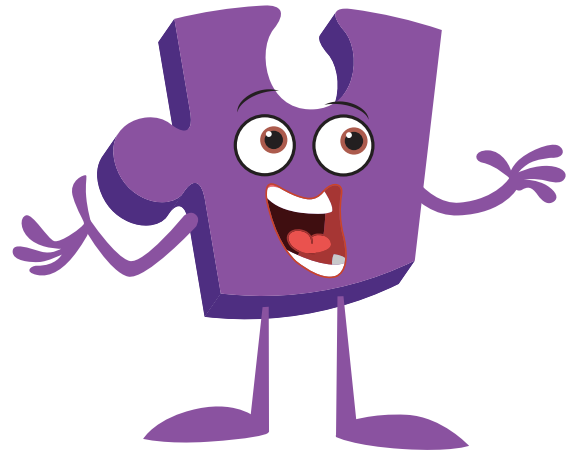


© Jigsaw PSHE Ltd



## Puzzle 5: Relationships - Ages 7-8 - Piece 3

Keeping Myself Safe Online	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships Fiesta</b></p>	<p><b>Please teach me to...</b></p> <p>know and use some strategies for keeping myself safe online</p> <p>know who to ask for help if I am worried or concerned about anything online</p>
<p><b>Resources</b></p> <p>Jigsaw Jino</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Chime</p> <p>PowerPoint slide of 'Gaming App'</p> <p>'Top Tips' cards</p> <p>'Calm me' script</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p><b>Vocabulary</b></p> <p>Safe</p> <p>Unsafe</p> <p>Risky</p> <p>Internet</p> <p>Social media</p> <p>Private Messaging (PM)</p> <p>Gaming</p>
<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b></p> <p>Play Pass the Squeeze</p> <p>Sit the class in a circle, if possible. Ask the children to discuss in pairs their favourite thing to do online or when using the internet. Give approximately two minutes of discussion time, then pass Jigsaw Jino around, allowing the children to share one of their ideas.</p> <p>Note for teacher: this activity may prove insightful about the extent to which your children are/are not engaging online and with what. If anything significant emerges, be sure to include the theme in any discussion throughout the rest of the lesson).</p> <p><b>Calm me</b></p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p><b>Open my mind</b></p> <p>Slides 1-2: Show the PowerPoint slide of the 'Gaming App' and ask the children to discuss in pairs if this is a game that they might be tempted to download and play online. What is it about this game that appeals? How do they 'know' it's going to be enjoyable? Bring the class together and debrief, sharing the children's ideas. Ask the children if they think this a safe game to play?</p> <p>Draw their attention to any possible risks with this App? There are interactions and messages with others online, so draw out why this could be a possible risk. e.g. people bullying each other online, messaging with 'friends' we don't know in real life, (they may not be who they say they are).</p>	<p><b>Ask me this...</b></p> <p>What do you enjoy doing online?</p> <p>How much time do you spend doing things online?</p> <p>Where do you use your computer/laptop/tablet/phone the most?</p> <p>Does your mind feel calm and ready to learn?</p>



### Tell me or show me

Explain to the children that the internet is so huge that it is very difficult for anyone to manage. Share these facts with the children to give them the extent of the issue:

- About 300 hours of YouTube video is uploaded every second;
- About 5 billion YouTube videos are watched every day;
- About 6000 new Apps are created every day.

That means that we have to use our common sense to decide which things we trust online and which things we don't.

Return to the Gaming App PowerPoint slide and ask the children if they 'trust' this App. Ask them to briefly discuss this in pairs or small groups and then discuss as a class.

Emphasise in the discussion that 100% positive could mean that they have only had one review, or there could be 1000's of reviewers; it doesn't say. Percentages can be deceiving. Also, can we believe it's the fastest growing game online? How can we trust this statement? Draw their attention to in-App purchases and explain what that means. (Many Apps are free to download, but then users need to buy things in order to get the App to work, or do additional things, therefore they are not always free in reality). Is this really being honest? Apps are also designed to look appealing in the same way that TV adverts work to encourage us to buy.

Reveal that the App is actually a 'fake' and emphasise the point that we need to be extra careful online because not everything is always as it appears.

### Let me learn

Hand out the 'Top Tips cards' and in small groups ask the children to rank them in order of most important to least important. Discuss the differences between the groups. Emphasise that **all the top tips are helpful** no matter how we have ranked them, and we should try to remember them when doing anything online to keep ourselves safe. Keep emphasising the importance of trust and common sense when online.

### Help me reflect

Slide 3: Share the learning intentions from today's Piece (lesson) and ask the children to assess their learning using the My Jigsaw Journey resource.

Which Top Tip do you think is most important?

Which is least important?

Do you think they are all of equal importance?

Who would you go to if you were worried about anything online?

### Notes

## Relationships

### Calm Me Script - Ages 7-8 - Piece 3

Relationships are two-way bonds and interactions with another person or animal.

In this Calm Me Time we will use some breathing techniques and some visualisation to help us think carefully about the people in our lives who we really appreciate.

So let's start by sitting up straight, spines nice and long and both feet on the floor.

Close your eyes and focus all your thoughts on your breathing. We breathe all the time, all day and all night, don't we, but most of the time we are not aware that we are doing it...our bodies just keep breathing air in and out without us even asking them to. How amazing!

Listen to the chime until the sound fades away.

So now we are going to help our minds to focus just on our breathing...take a deep and gentle breath in through your nose while you silently count to 4 1..2..3..4.

When your lungs feel full up, hold your breath inside them for a moment and then gently let it flow out of your body. Can you silently count to 6 as you breathe out? 1..2..3..4..5..6. Breathe in through your nose and out through your mouth.

Do this several times and every time you breathe out feel any tensions or worries drift down through your body and out through your feet.

Breathing in 1..2..3..4 and breathing out 1..2..3..4..5..6 with all your worries drifting out through your feet.

So feeling calm and relaxed see if you can help your mind create a picture of someone who is very special to you. It could be a parent or carer, a friend, a brother, a grandma...anyone who is special to you, someone who you really appreciate. You feel safe and loved... stay with these feelings as you keep imagining your special person.

Aren't we lucky to have someone who is special to us, someone we can love?

What a good feeling to be special to someone else as well. How nice would that feel if you were a bit lonely or upset, or if you wanted to share something great with somebody or to talk to them about how you feel?

Let yourself feel all the appreciation you can for this person.

Now gently save that picture in your mind. You can come back to it any time you want to by just asking your mind to show you that picture.

Bring your attention back to your breathing again and take 2 or 3 deep, gentle breaths

1..2..3..4... and out 1..2..3..4..5..6.

When you feel ready to, bring your awareness back to being here in the classroom here and now and give a big stretch... then open your eyes and sit quietly while you listen to the chime until you can no longer hear any sound.



## Relationships

Fantasy Builder PowerPoint - Ages 7-8 - Piece 3



# Fantasy Builder

The fastest growing online building game in the world. Don't be the one to miss out!

**100% positive reviews.**

(Suitable for Android and iOS devices)



**Free to download**

(This game has in-App purchases)

**GET**

[Add to wish list](#)



Make and build your own fantasy land with its own characters and landscape that **YOU** create.

Imagine a world full of unicorns? How about a fantasy island with battling dragons and wizards? Is a space adventure your thing, or a fantasy theme park?

**The only limit is your imagination!**

Share your worlds with others online and let them explore and interact with your creations.

**Message your friends and build your worlds together.**

## Relationships

### Fantasy Builder PowerPoint Slide 1 - Ages 7-8 - Piece 3



## Fantasy Builder

The fastest growing online building game in the world. Don't be the one to miss out!

100% positive reviews.

(Suitable for Android and iOS devices)



Free to download

(This game has in-App purchases)

GET

[Add to wish list](#)

© Jigsaw PSHE Ltd

## Relationships

### Fantasy Builder PowerPoint Slide 2 - Ages 7-8 - Piece 3



Make and build your own fantasy land with its own characters and landscape that **YOU** create.

Imagine a world full of unicorns? How about a fantasy island with battling dragons and wizards? Is a space adventure your thing, or a fantasy theme park?

**The only limit is your imagination!**

Share your worlds with others online and let them explore and interact with your creations.

**Message your friends and build your worlds together.**

© Jigsaw PSHE Ltd

## Relationships

### Top Tips Cards - Ages 7-8 - Piece 3

Only add people you know and trust in real life as friends.

Treat people online with respect.

Don't say unkind things to others online.

Only chat or message people who you know and trust in real life.

Don't give anyone your passwords.

If someone is asking you to keep a secret online, discuss this with an adult you trust. Some secrets are 'worry secrets' and should be shared.

Check out any new apps and websites you want to use with somebody you trust, and get permission to use them.

Don't send pictures of yourself, or give details like your age, school and address to people online. If someone online is asking, check it out with an adult first, it is not always safe.

If you are worried about anything you have done or seen online, don't keep it a secret. Talk to an adult you trust.



## Relationships

### PowerPoint Slide 3: My Jigsaw Journey - Ages 7-8 - Piece 3



**My Jigsaw Journey**

**Jigsaw**

**Ages 7-8**

**Puzzle 5 - Relationships (Pieces 1-3)**

Name: .....

					<b>TINT BOX - To improve next time I...</b>
<b>Piece 1</b>	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.				
	I can describe how taking some responsibility in my family makes me feel.				
<b>Piece 2</b>	I can identify and put into practice some of the skills of friendship eg: taking turns, being a good listener.				
	I know how to negotiate in conflict situations to try to find a win-win solution.				
<b>Piece 3</b>	I know and can use some strategies for keeping myself safe online.				
	I know who to ask for help if I am worried or concerned about anything online.				

I don't get this at all

I'm getting there but need some help to understand

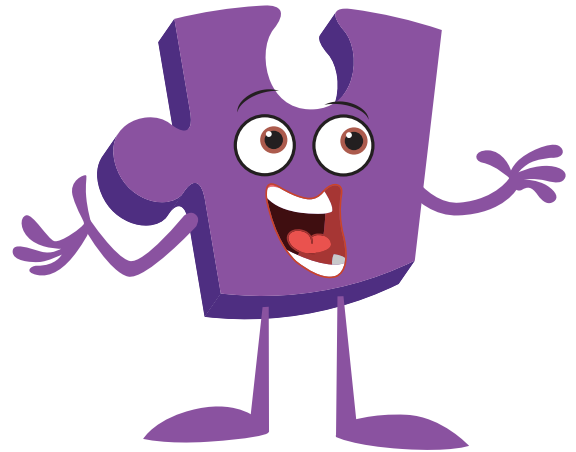
I get this and can give examples if you ask me

I missed this lesson



## Puzzle 5: Relationships - Ages 7-8 - Piece 4

Being a Global Citizen 1	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships</b> <b>Fiesta</b></p>	<p><b>Please teach me to...</b> explain how some of the actions and work of people around the world help and influence my life  show an awareness of how this could affect my choices</p>
<p><b>Resources</b> Jigsaw Chime 'Calm Me' script Jigsaw Jino Jigsaw Jerrie Cat World map or globe Bag of items including fair trade chocolate, a T-shirt made in a different country, rice, sugar, sweetcorn, mobile phone PowerPoint: Work in Other Countries Jigsaw journal My Jigsaw Journey</p>	<p><b>Vocabulary</b> Global Communications Transport Interconnected Food journeys Climate Trade Inequality</p>
<p><b>Teaching and Learning Note</b> Try to ensure children have a balanced view and don't think all their food etc. comes from 'developing world' countries</p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> In pairs ask the children to name as many different countries of the world as they can in 30 seconds. Then pass Jigsaw Jino around the circle, each child naming one country. Have a world map or globe to hand so they can choose a country to name if they get stuck for an answer. If children name continents e.g. Africa, Europe, briefly explain that continents are made up of different countries and show them on the map/globe.</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p><b>Ask me this...</b></p> <p>How many different countries can we name?</p> <p>Does your mind feel calm and ready to learn?</p>



### Open my mind

Bring Jigsaw Jino, carrying a bag of items, to the circle. Open the bag and bring out the bar of fair trade chocolate.

Ask them to think about where the chocolate comes from. (About  $\frac{3}{4}$  of the world's cocoa comes from just 4 African countries: Ivory Coast, Ghana, Nigeria and Cameroon).

Ask them what other things we get from other countries e.g. fruit, clothes, technology items etc.?

Take items from the bag and see if children can guess/know where the items come from.

(Rice: countries such as China, India, Indonesia, Bangladesh, Vietnam, Thailand).

(Sugar: countries such as Brazil which grows just over half of the world's sugar).

(Clothing: production costs for clothes are much cheaper in countries such as Bangladesh, India, China, Vietnam, Ethiopia, Indonesia, Sri Lanka and the Philippines. So many of the clothes we buy are made in these countries).

(Sweetcorn: USA)

(Technology: India and China)

### Tell me or show me

Slides 1-6: Share the PowerPoint slides with the children. In groups, ask the children to look at one of the pictures and compare them with the relevant object from Jigsaw Jino's bag in the packaged/final form that we would buy it in in this country: e.g. rice, sugar, T-shirt, chocolate.

Help the children to recognise some of the actions and work of people around the world and how this has an influence and impact on our own every-day lives.

Draw out the message that we are all closely connected to other people across the globe and in many ways, we depend on them and their work to provide us with things we need, just as they depend on the money they get from selling these things to us.



**Pause Point:** Slide 7: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause for 30 seconds and focus their thoughts on what they are thinking and feeling right now. They don't need to share these, they can keep these ideas private.

### Let me learn

In groups ask the children to consider one of the items from Jino's bag. For their item ask them to discuss:

- What is happening in the picture?
- How does the food/clothes in the picture look different from how we receive it?
- How do you think the person's life in the picture is different to yours?
- How does this person help you?
- Does knowing how this product is made influence what you might buy?

Ask each group to share their ideas and facilitate a discussion which draws out awareness of the impact of our choices on what we buy and some of the issues around fair trade.

### Help me reflect

Slide 8: Complete the lesson (Piece) by asking the children to record their thoughts about today's learning intentions on My Jigsaw Journey and how well they feel they have met them.

### Notes

What do you have that comes from a different country?

Do you know where your phone, clothes or food come from and who makes them?

How do goods reach us from all across the world?

Where and how did these items start their lives?

What do you think life is like for the people who grew /made them?

How is your life different from that of the people who grew/made these items?

Does the trade in food give equal benefits to people abroad who grow it and to people in this country who buy it?

What is happening in the picture?

How does the food/clothes in the picture look different from how we receive it in the UK?

How do you think the person's life in the picture is different to yours?

How does this person help you?

How might knowing how this product is made influence what you buy?

## Relationships

### Calm Me Script - Ages 7-8 - Piece 4

Relationships are two-way bonds and interactions with another person or animal.

In this Calm Me Time we will use some breathing techniques and some visualisation to help us think carefully about the people in our lives who we really appreciate.

So let's start by sitting up straight, spines nice and long and both feet on the floor.

Close your eyes and focus all your thoughts on your breathing. We breathe all the time, all day and all night, don't we, but most of the time we are not aware that we are doing it...our bodies just keep breathing air in and out without us even asking them to. How amazing!

Listen to the chime until the sound fades away.

So now we are going to help our minds to focus just on our breathing...take a deep and gentle breath in through your nose while you silently count to 4 1..2..3..4.

When your lungs feel full up, hold your breath inside them for a moment and then gently let it flow out of your body. Can you silently count to 6 as you breathe out? 1..2..3..4..5..6. Breathe in through your nose and out through your mouth.

Do this several times and every time you breathe out feel any tensions or worries drift down through your body and out through your feet.

Breathing in 1..2..3..4 and breathing out 1..2..3..4..5..6 with all your worries drifting out through your feet.

So feeling calm and relaxed see if you can help your mind create a picture of someone who is very special to you. It could be a parent or carer, a friend, a brother, a grandma...anyone who is special to you, someone who you really appreciate. You feel safe and loved... stay with these feelings as you keep imagining your special person.

Aren't we lucky to have someone who is special to us, someone we can love?

What a good feeling to be special to someone else as well. How nice would that feel if you were a bit lonely or upset, or if you wanted to share something great with somebody or to talk to them about how you feel?

Let yourself feel all the appreciation you can for this person.

Now gently save that picture in your mind. You can come back to it any time you want to by just asking your mind to show you that picture.

Bring your attention back to your breathing again and take 2 or 3 deep, gentle breaths

1..2..3..4... and out 1..2..3..4..5..6.

When you feel ready to, bring your awareness back to being here in the classroom here and now and give a big stretch... then open your eyes and sit quietly while you listen to the chime until you can no longer hear any sound.



## Relationships

### Work in Other Countries PowerPoint Slides 1-6 - Ages 7-8 - Piece 4



Relationships

Jerrie Cat PowerPoint Slide 7 - Ages 7-8 - Piece 4





# Relationships

## PowerPoint Slide 8: My Jigsaw Journey - Ages 7-8 - Piece 4



**My Jigsaw Journey**

**Jigsaw**

Puzzle 4 - Relationships (Pieces 4-6) Ages 7-8

Name: .....

						TINT BOX - To improve next time I...
<b>Piece 4</b>	I can explain how some of the actions and work of people around the world help and influence my life.					.....
	I can show an awareness of how this could affect my choices.					.....
<b>Piece 5</b>	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.					.....
	I can empathise with children whose lives are different to mine and appreciate what I may learn from them.					.....
<b>Piece 6</b>	I know how to express my appreciation to my friends and family.					.....
	I enjoy being part of a family and friendship groups.					.....

© Jigsaw PSHE Ltd





## Puzzle 5: Relationships - Ages 7-8 - Piece 5

Being a Global Citizen 2	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships</b> <b>Fiesta</b></p>	<p><b>Please teach me to...</b></p> <p>understand how my needs and rights are shared by children around the world and to identify how our lives may be different</p> <p>empathise with children whose lives are different to mine and appreciate what I may learn from them</p>
<p><b>Resources</b></p> <p>Jigsaw Jino</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Power Point- Children around the world with handout sheets</p> <p>A set of the 'Wants and Needs' cards cut up</p> <p>Paper and pens to create posters</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p><b>Vocabulary</b></p> <p>Needs</p> <p>Wants</p> <p>Rights</p> <p>Deprivation</p> <p>United Nations</p> <p>Equality</p> <p>Justice</p>
<p><b>Teaching and Learning Note</b></p> <p>This Piece (lesson) includes learning about deprivation, and also fostering and adoption. Teachers should be sensitive to the needs of individual children who may have experienced these. It is good practice to speak to any child affected about the lesson beforehand, and emphasise their right to pass or the choice not to participate, if this is appropriate for them.</p> <p><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b></p> <p>With the class sitting in a circle, shuffle and hand out the 'Wants and Needs' cards, one between two. Explain that some of them are things we need and really couldn't live without, and some are things we want because they make life pleasant or comfortable but they are not essential.</p> <p>Allow a minute or two for each pair to decide whether their card is a need or a want. Then go round and ask each pair in turn to read out what's on their card, preceding it with the words 'I need...' or 'I want...' With each one, other children - or the teacher - are allowed to challenge and say why they think it should be classified differently.</p> <p>Many of these are of course matters of opinion and the children may have different views. However, all those in the left hand column on the master sheet are counted as rights in the UN Convention on the Rights of the Child.</p> <p><b>Calm me</b></p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p><b>Ask me this...</b></p> <p>What is the difference between what you want and what you need?</p> <p>Does your mind feel calm and ready to learn?</p>

### Open my mind

Slides 1-4: Give each group a sheet with pictures of slides 1-4. Then read the quotes below and ask the children to match which quote they think belongs with which photo.

- 1) I have to fetch water from the well twice a day - before and after school. It can sometimes take me up to an hour since it is 2 km away and I often have to wait my turn at the well. Even though I wake up really early, I am still often late for class. After school, I find it difficult to find the time to do my homework and play with my friends since, I have to fetch more water and do other household chores to help my parents.
- 2) My parents were not able to go to school since they were very poor and had to help out on the farm. They want me to go to school to get a good education, but most of the time they are unable to afford the school fees and necessary school supplies. Also, if I help them work, we are less likely to go without food. They are considering making my sister and I quit school so we can help out around the house while our brothers go to school. They think it isn't as important for girls to get an education.
- 3) My dad lost his job and we have been struggling to pay the bills. They turned off our gas, since we couldn't pay and we've been having a tough time this winter. Even if we cuddle up with all of our blankets, it's still really cold. Sometimes when it's really cold, we all go over to my aunt's house and sleep in the living room so that we can spend the night without freezing.
- 4) My birth mother was unable to take care of me so I was taken into foster care. Some of the families I have lived with have been OK, but others have not been so nice. Some haven't cared what I said or thought and didn't treat me so well. Luckily for me, I am currently living with a family that is really nice and supportive. They are even talking about adopting me. I really hope they do, because it is really difficult to move around so much and not have a place to call home. I would really like a forever family because then I would feel loved.

Debrief this activity.

### Tell me or show me

Slide 5: Explain that the United Nations is an organisation in which the countries of the world try to agree on what needs to be done to make the world a fairer and safer place for everyone. They have produced a 'Convention on the Rights of the Child' - a list of the basic needs that should be met for all children everywhere in the world.

Use the PowerPoint slide 'Articles from UNCRC' to introduce some of the key rights from this convention. Briefly discuss what they mean, why they are important, what goes wrong if children are deprived of these rights and whether some are more important than others.

### Let me learn

Leaving the list of rights showing on the board, form the children into 6 working groups. Allocate one of the rights to each group: their task is to prepare a poster for their right. Their poster should show what their right means and why it is important. When they finish invite the children to circulate and look at each other's posters, or present them if there is time.

### Help me reflect

Slide 6: Share the learning intentions from today's Piece (lesson) and ask the children to assess their learning using the My Jigsaw Journey resource.

### Notes

#### Certificates

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

Do all children have their basic needs provided for?

What are the similarities and differences between your life and the lives of these children?

What rights do you think all children should have?

What are the rights that the United Nations says all children should have?

Why are these rights important in everybody's life?

Do you enjoy all these rights in your life?

Do all children in this country?

Can we say which is the most important of these rights?

Are there things you can appreciate in your life when you compare yourself with other children?

## Relationships

### Calm Me Script - Ages 7-8 - Piece 5

Relationships are two-way bonds and between us and another person.

In this 'Calm Me' time we will use some breathing techniques and some visualisation to help us think carefully about the people in our lives who we really appreciate, who we are in relationships with.

So let's start by sitting up straight, spines nice and long and both feet on the floor.

Close your eyes and focus all your thoughts on your breathing. We breathe all the time, all day and all night, don't we, but most of the time we are not aware that we are doing it...our bodies just keep breathing air in and out without us even asking them to. How amazing!

So now we are going to help our minds to focus just on our breathing...take a deep and gentle breath in through your nose while you silently count to 4 1..2..3..4.

When your lungs feel full up, hold your breath inside them for a moment and then gently let it flow out of your body. Can you silently count to 6 as you breathe out? 1..2..3..4..5..6.

Do this several times and every time you breathe out feel any tensions or worries fizzle down through your body and out through your feet.

Breathing in 1..2..3..4 and breathing out 1..2..3..4..5..6 with all your worries fizzling out through your feet. You feel calm.

So feeling calm and relaxed see if you can help your mind create a picture of YOU. It could be a picture of a happy you or a sad you. Try to build a really clear picture so you can see yourself in your own mind. You feel safe and loved... stay with these feelings as you keep imagining your special self.

Aren't we lucky to be who we are, to be so special?

Can you let yourself think about how special you are and feel how much you appreciate being you with all your special qualities?

Let yourself feel all the appreciation you can for being YOU.

Now gently save that picture in your mind. You can come back to it any time you want to by just asking your mind to show you that picture.

Bring your attention back to your lovely breathing again and take 2 or 3 deep, gentle breaths

1..2..3..4... and out 1..2..3..4..5..6.

When you feel ready to, bring your attention back to being here in the classroom here and now and give a big stretch...then open your eyes and sit quietly while you listen to the chime until you can no longer hear any sound.





## Relationships

### Wants and Needs Cards - Ages 7-8 - Piece 5

**Clean water to drink**

**New clothes to wear**

**To go to school and be educated**

**A television to watch**

**A house to live in for shelter  
and warmth**

**A mobile phone**

**Healthy food to eat**

**To go to nice places on holiday**

**Medical care to keep me healthy**

**A computer games console**

## Relationships

### Wants and Needs Cards - Ages 7-8 - Piece 5

**To be allowed to play**

**A bicycle**

**To be safe from being hurt  
or bullied**

**Lots of birthday presents**

**To say what I think and  
be listened to**

**Plenty of pocket money**

**Adults who care for me and  
look after me**

**My own bedroom**

**To be treated fairly even if  
I'm naughty**

**Lots of sweets to eat**

## Relationships

Children Around the World PowerPoint Slides 1-4 - Ages 7-8 - Piece 5



## United Nations Convention on the Rights of the Child

- You have the right to food, clothes and a decent place to live (Article 27)
- You have the right to be healthy and have medical care (Article 24)
- You have the right to go to school and be educated (Article 28)
- You have the right to be safe from being hurt or mistreated (Article 19)
- You have the right to relax and play and enjoy a range of activities (Article 31)
- You have the right to say what you think and have your views taken seriously (Article 12)



## Relationships

### PowerPoint Slide 6: My Jigsaw Journey - Ages 7-8 - Piece 5



**My Jigsaw Journey**

**Jigsaw**

Puzzle 4 - Relationships (Pieces 4-6) Ages 7-8

Name: .....

						TINT BOX - To improve next time I...
Piece 4	I can explain how some of the actions and work of people around the world help and influence my life.					.....
	I can show an awareness of how this could affect my choices.					.....
Piece 5	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.					.....
	I can empathise with children whose lives are different to mine and appreciate what I may learn from them.					.....
Piece 6	I know how to express my appreciation to my friends and family.					.....
	I enjoy being part of a family and friendship groups.					.....

© PSHE Society Ltd

I don't get this at all  
 I'm getting there but need some help to understand  
 I get this and can give examples if you ask me  
 I missed this lesson

© Jigsaw PSHE Ltd

## Puzzle 5: Relationships - Ages 7-8 - Piece 6

Celebrating My Web of Relationships	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships Fiesta</b></p>	<p><b>Please teach me to...</b> know how to express my appreciation to my friends and family enjoy being part of a family and friendship groups</p>
<p><b>Resources</b> Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Jigsaw song: 'RELATIONSHIPS' Appreciation streamer description sheet Materials for streamers: strips of coloured paper, pens, wooden batons, tape to secure streamers Jigsaw Journals My Jigsaw Journey Certificates</p>	<p><b>Vocabulary</b> Happiness Celebrating Relationships Friendship Family Thank you Appreciation</p>
<p><b>Teaching and Learning Note</b> 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 Tell me or show me/ Let me learn part of the lesson with the teacher(s) working with groups of children in turn.</p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> Play the appreciation game. Every one walks around the classroom space. The teacher then calls out an instruction for the children to fulfil and then they continue to move around the room until the next instruction is given, e.g.</p> <ul style="list-style-type: none"> <li>• Say hello to someone in the room who you haven't spoken to yet today</li> <li>• Smile at someone who is friendly to you</li> <li>• Shake hands with someone who has the same eye colour as you</li> <li>• High five someone who is a good friend to you</li> <li>• Say thank you to someone who has helped you recently</li> </ul> <p>Sitting back in a circle pass ask the children in talking partners to think about how they show appreciation to people in their family that are special to them. Use Jigsaw Jino as the talking object to share some of the ideas.</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p><b>Ask me this...</b></p> <p>How do you show appreciation to people who are special to you?</p> <p>Does your mind feel calm and ready to learn?</p>



### Open my mind

Slide 1: Sing or listen to the Jigsaw song 'RELATIONSHIPS' and then briefly discuss with the children the different relationships they have learned about during this Puzzle (unit) including friends, family, online communities, people in other countries and people who are less fortunate than themselves.

### Tell me or show me/Let me learn

Show the children a streamer you made earlier as an example (see streamer description sheet).

Provide the children with strips of coloured paper roughly 30cm long x5cm wide. Using pens encourage the children to draw someone who is special to them on one end of the strip of paper and then to complete the sentence: You are special to me because... (they could just write key words to represent how that person is special to them if easier.)

They will need to complete three strips:

- One representing a friend
- One representing a family member
- One for a child they don't know but who they respect e.g. one of the children in Pieces (lessons) 4 or 5 or a child who is facing hardship.

When finished the children can attach the strips of coloured paper to a wooden baton. These streamers can then be used or displayed as part of the End of Puzzle outcome as agreed with your Jigsaw subject lead prior to teaching this unit (Puzzle).

Teachers may wish to plan for the children to make the streamers as a rotational activity, affording an opportunity for the teacher to work with, and assess the children's understanding of the unit of work.

Some suggested prompt questions to enable assessment are:

- What people have a positive influence on your life?
- What do you appreciate about other people?
- Are these always people you know?
- How can the choices you make affect others (within friendships, family and with the wider community)?
- What rights and responsibilities are important to keep our relationships happy and safe?
- What are your responsibilities to make sure that your relationships are happy and safe?

### Help me reflect

Slide 2: Ask the children to complete My Jigsaw Journey for this Piece (lesson) as before.

Prior to this lesson the teacher has also 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 does this song relate to all the different relationships we have been learning about?

Can you recognise some words in the lyrics that are important when we think about relationships?

### Notes

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.

## Relationships

### Calm Me Script - Ages 7-8 - Piece 6

Relationships are two-way bonds and between us and another person.

In this 'Calm Me' time we will use some breathing techniques and some visualisation to help us think carefully about the people in our lives who we really appreciate, who we are in relationships with.

So let's start by sitting up straight, spines nice and long and both feet on the floor.

Close your eyes and focus all your thoughts on your breathing. We breathe all the time, all day and all night, don't we, but most of the time we are not aware that we are doing it...our bodies just keep breathing air in and out without us even asking them to. How amazing!

Listen to the chime until the sound has faded away.

So now we are going to help our minds to focus just on our breathing...take a deep and gentle breath in through your nose while you silently count to 4 1..2..3..4.

When your lungs feel full up, hold your breath inside them for a moment and then gently let it flow out of your body through your mouth. Can you silently count to 6 as you breathe out? 1..2..3..4..5..6.

Do this several times and every time you breathe out feel any tensions or worries drift down through your body and out through your feet.

Breathing in 1..2..3..4 and breathing out 1..2..3..4..5..6 with all your worries drifting out through your feet. You feel calm.

So feeling calm and relaxed see if you can help your mind create a picture of YOU. It could be a picture of a happy you or a sad you. Try to build a really clear picture so you can see yourself in your own mind. You feel safe and loved... stay with these feelings as you keep imagining your special self.

Aren't we lucky to be who we are, to be so special?

Can you let yourself think about how special you are and feel how much you appreciate being you with all your special qualities?

Let yourself feel all the appreciation you can for being YOU.

Now gently save that picture in your mind. You can come back to it any time you want to by just asking your mind to show you that picture.

Bring your attention back to your breathing again and take 2 or 3 deep, gentle breaths

1..2..3..4... and out 1..2..3..4..5..6.

When you feel ready to, and when you can no longer hear the chime, bring your attention back to being here in the classroom here and now and give a big stretch...then open your eyes and sit quietly feeling a sense of appreciation and gratitude.



## Relationships

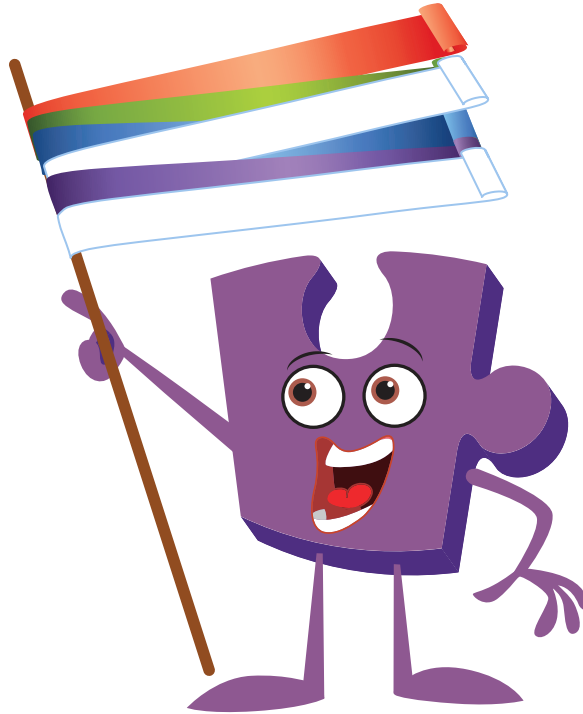
### Appreciation Streamer Description Sheet - Ages 7-8 - Piece 6

#### You will need:

Strips of coloured paper approx. 30cm x 5cm per strip

Wooden baton or stick

Tape



#### To make:

- 1) Using pens, draw on a strip of paper a person who is special to you. Next to the picture complete the sentence:

**“You are special to me because ...”**

- 2) Make three strips:

- One about a friend
- One about a family member
- One about a person who you don't know but have respect for

- 3) Then collect all the strips of paper together and secure them onto one end the baton to make your appreciation streamer.



## Relationships

### RELATIONSHIPS Song PowerPoint Slide 1 - Ages 7-8 - Piece 6



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

**VERSE:**

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

**CHORUS:**

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

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

**CHORUS:**


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


**CHORUS**




# Relationships

## PowerPoint Slide 2: My Jigsaw Journey - Ages 7-8 - Piece 6








Ages 7-8

Puzzle 4 - Relationships (Pieces 4-6)


Name: .....

Piece 4	I can explain how some of the actions and work of people around the world help and influence my life.					<b>TINT BOX - To improve next time I...</b> ..... ..... ..... ..... ..... ..... ..... ..... ..... .....
	I can show an awareness of how this could affect my choices.					
Piece 5	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.					
	I can empathise with children whose lives are different to mine and appreciate what I may learn from them.					
Piece 6	I know how to express my appreciation to my friends and family.					
	I enjoy being part of a family and friendship groups.					


I don't get this at all




I'm getting there but need some help to understand




I get this and can give examples if you ask me

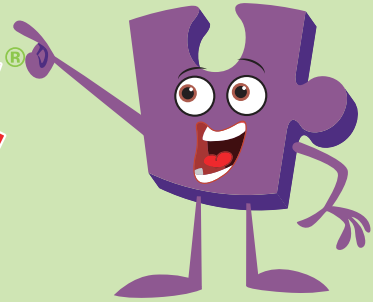


I missed this lesson





© Jigsaw PSHE Ltd



# Relationships

Well done!



Please feel proud that you have learnt to:



.....

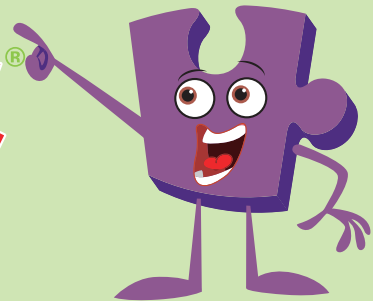
I am especially pleased that you:

.....

I am proud that I can:

.....

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



# Relationships

Well done!



Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

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

## Exemplification for Ages 7-8 Relationships Puzzle

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

	WORKING TOWARDS
	<p>My friend is special to me because she is kind. My sister is special to me because she is a good listener. I have respect for child who is poor because they won't have as many toys as me.</p> <p>Some children abroad have to work growing sugar. I buy sweets sometimes.</p>

Ages 7-8 expectation	WORKING AT
	<p>My sister is special to me because when I have a problem she is always there to listen and help me. People from other countries make and grow things that we need. The money we spend goes towards their lives.</p> <p>It is important to have respect for other people, even though they might be very different from me. I can choose to be respectful in the way I talk to people, and what I think about people. If we are not respectful it can hurt the other person.</p>

	WORKING BEYOND
	<p>Some workers in other countries get paid very little money for the work they do. They have a right to be safe, and have food and a home like me. By buying the things they make, it can give them money to afford these things. A responsible choice would be to buy Fairtrade things because they get more money.</p> <p>We are connected and have a responsibility towards each other because they depend on me buying their items, and the items are things that I need. I can make their lives better by choosing Fairtrade items.</p>

