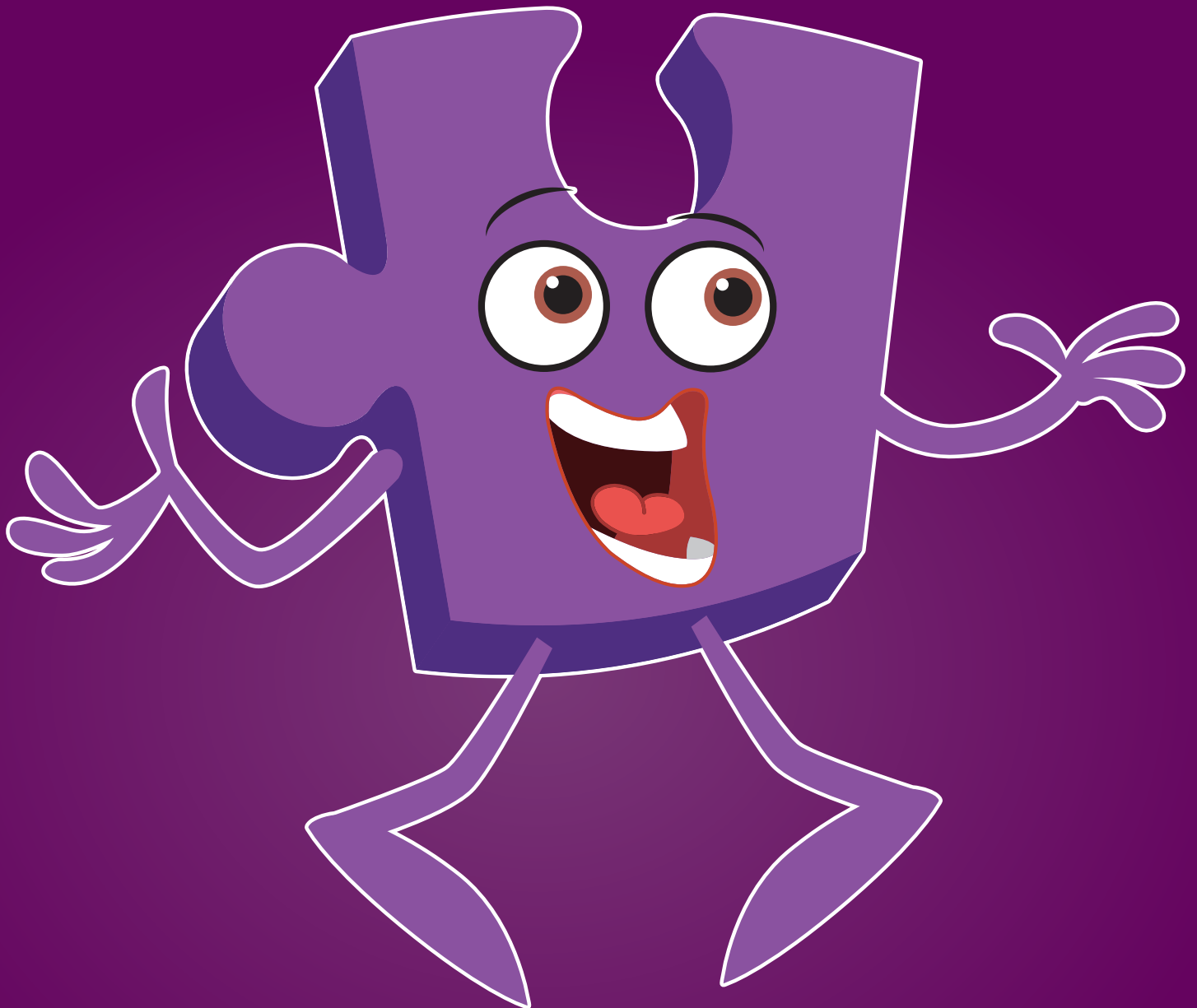


Jigsaw!

The mindful approach to PSHE



Being Me in My World - Ages 7-8

www.jigsawpshe.com

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Being Me in My World

Puzzle Map - Ages 7-8



Puzzle Outcome

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

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. Getting to Know Each Other	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal	I value myself and know how to make someone else feel welcome and valued	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, treasure box, Jigsaw Jino, coin and medal template, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Our Nightmare School	I can face new challenges positively, make responsible choices and ask for help when I need it	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, feelings bag with cards, flipchart paper, Nightmare school, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Our Dream School	I understand why rules are needed and how they relate to rights and responsibilities	I know how to make others feel valued	Jigsaw Charter, Jigsaw Chime, 'Calm me' script, Jigsaw Jino, Nightmare school sheet (from previous Piece), My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. Rewards and Consequences	I understand that my actions affect myself and others and I care about other people's feelings	I understand that my behaviour brings rewards/consequences	Jigsaw Charter, Jigsaw Chime, 'Calm me' script, scenario cards, post-its, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Work well with others	5. Our Learning Charter	I can make responsible choices and take action	I can work cooperatively in a group	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, A3 paper, Post-It notes, Sam's letter, timer, space to display Post-Its, materials for designing a card, Learning Charter, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter ★	6. Owing our Learning Charter	I understand my actions affect others and try to see things from their points of view	I am choosing to follow the Learning Charter	Jigsaw Charter, Jigsaw Chime, 'Calm me' script, 'What do we see?' picture PowerPoint, Learning Charter, Jigsaw Jino, certificates, mood board for last Piece (lesson), My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.

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

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

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

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





Puzzle Assembly/Collective Worship: Being Me in My World

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

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

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

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

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

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

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

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

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

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

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

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

Closing the assembly

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

Being Me in My World Assembly (PowerPoint Slides)



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



Together As One (Being Me in My World)

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

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

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

CHORUS

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

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

CHORUS

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

CHORUS

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

CHORUS



Together As One (Being Me In My World)

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

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

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

CHORUS

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

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

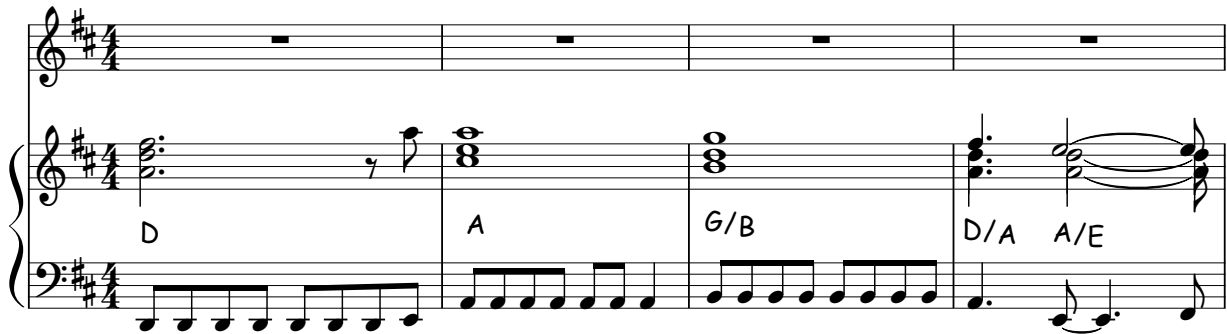
CHORUS

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

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

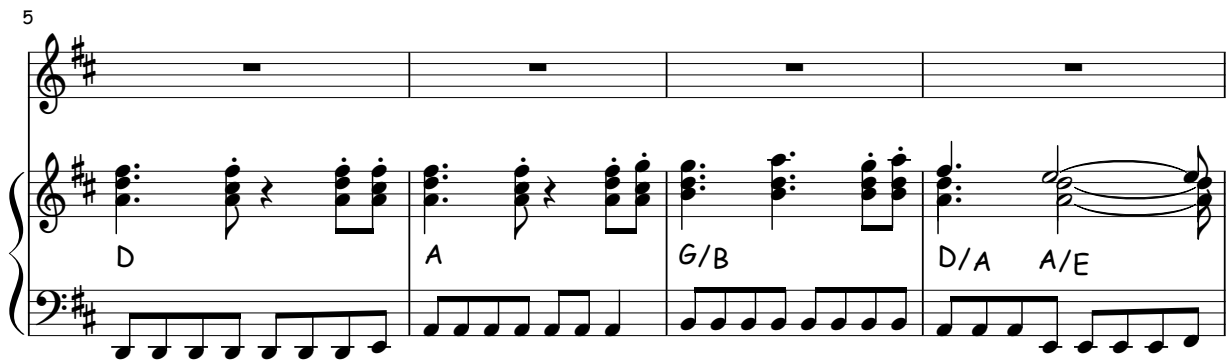
CHORUS

Together As One (Being Me In My World)



First system of musical notation (measures 1-4). The key signature is one sharp (F#) and the time signature is 4/4. The notation includes a vocal line (treble clef) with rests, a piano accompaniment (grand staff), and guitar chords: D, A, G/B, D/A, A/E.

5



Second system of musical notation (measures 5-8). The notation includes a vocal line (treble clef) with rests, a piano accompaniment (grand staff), and guitar chords: D, A, G/B, D/A, A/E.

9



Third system of musical notation (measures 9-12). The notation includes a vocal line (treble clef) with the lyrics "T - O - G - E - T - H - E - R," and a piano accompaniment (grand staff) with guitar chords: D, A, G/B, D/A, A/E.

13

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

17

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

20

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

23

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

27

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

F# F# F# E

30

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

D A G/B

34

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

D/A D A

37

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

G/B G D D

41

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

F# F# E

45

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

D A G/B

48

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

D/A D A

51

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

G/B G

55

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

59

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

63

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

66

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

A G/B D/A

69

Musical score for measures 69-71. The score is in G major (one sharp) and 4/4 time. It consists of a vocal line and a piano accompaniment. The piano accompaniment features a steady eighth-note bass line in the left hand and chords in the right hand. Chords are labeled as D, A, and G/B.

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

72

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

one. O - N - E.



Mindfulness Assemblies

Introducing Jerrie Cat

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

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

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





Puzzle Assembly/Collective Worship: Being Me in My World

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

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

PowerPoint slide showing a Jigsaw Chime

Jigsaw Chime

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

Lyrics of 'Together As One' displayed

Jigsaw Friends

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

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

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

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

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

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

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

Jigsaw Friends Story – Part 1

Slide 2

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

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

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

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

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

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

Slide 3

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

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

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

Slide 4

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

Jo said, "It is peaceful."

Jino said, "It makes my ears tingle."

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

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

Slide 5

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

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

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

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

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

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

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

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

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

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

Slide 6

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

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

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

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

Slide 7

All the Jiggies looked very impressed with Jez.

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

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

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

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

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

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

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

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

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

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

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

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

Closing the assembly

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



Being Me in My World

Jigsaw Chime PowerPoint - Assembly all years

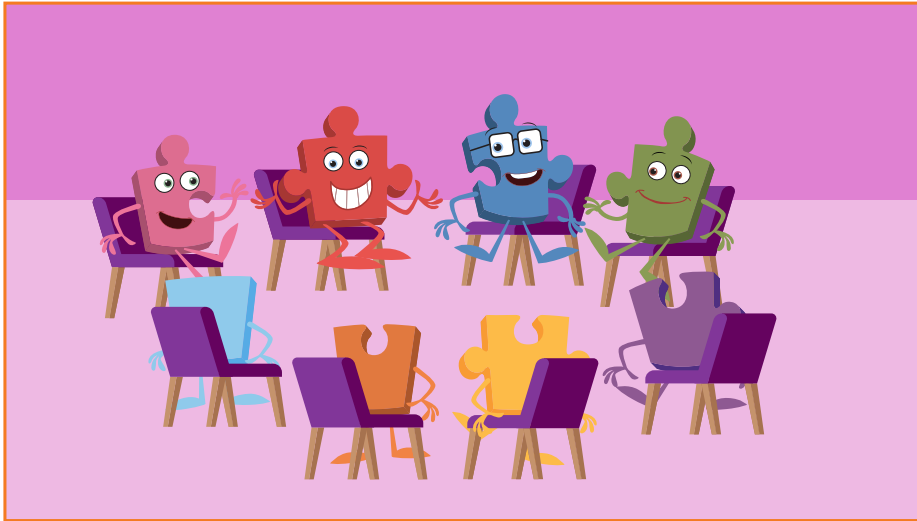


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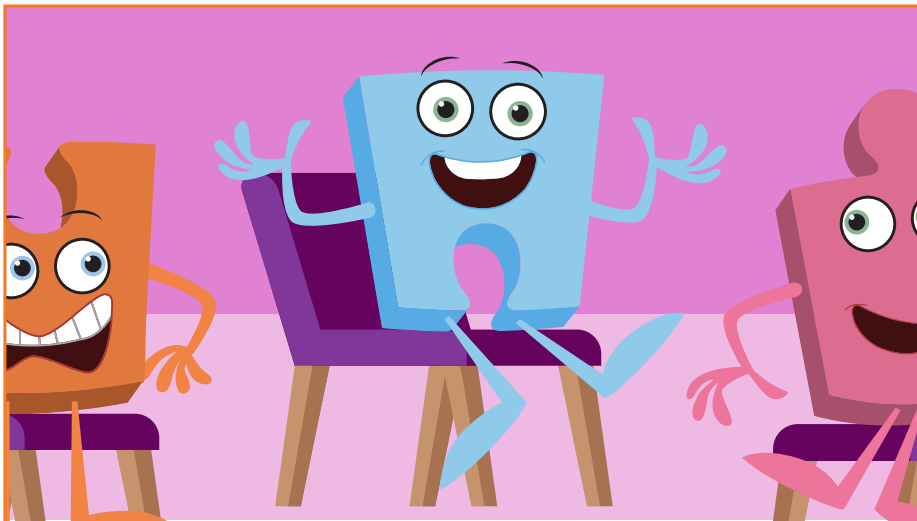
Being Me in My World

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

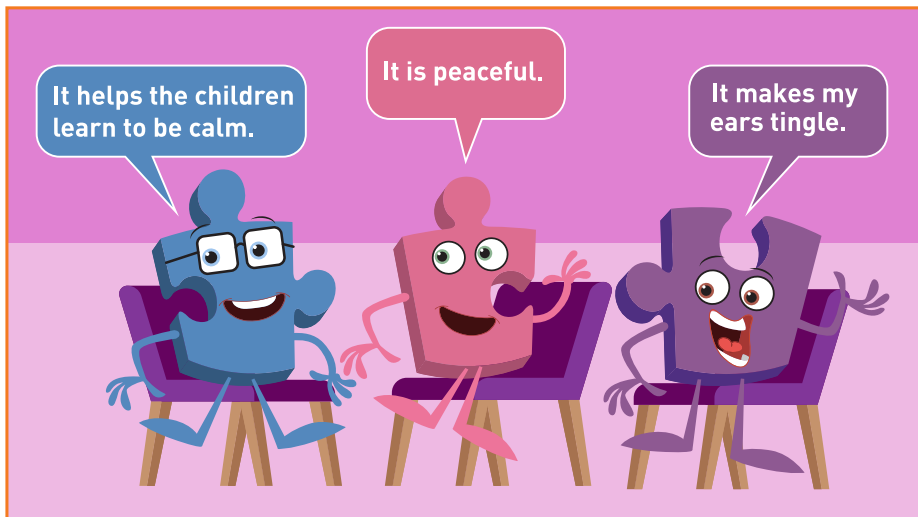
Slide 2



Slide 3



Slide 4



Being Me in My World

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

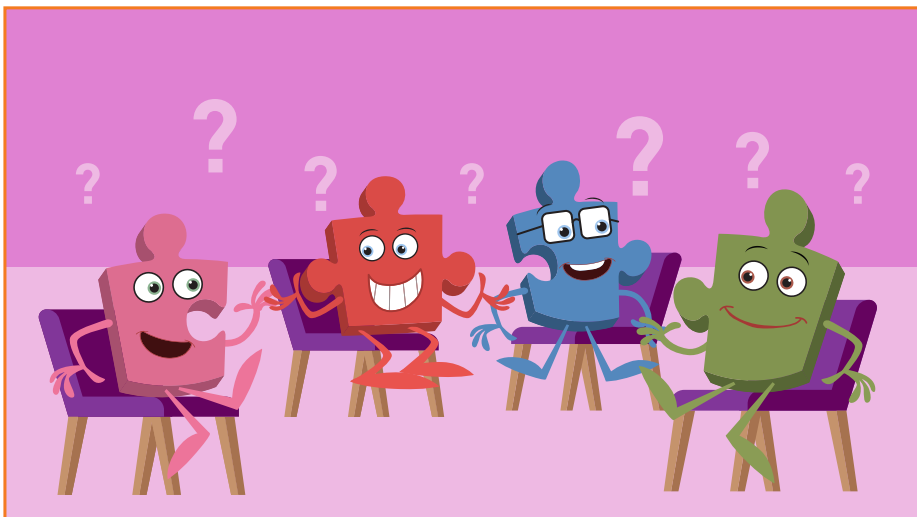
Slide 5



Slide 6



Slide 7



Puzzle Assembly/Collective Worship: Being Me in My World

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

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

PowerPoint slide showing Jigsaw Jerrie Cat

Jigsaw Chime

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

Lyrics of Together As One displayed

Jigsaw Friends

Jigsaw Jerrie Cat if you have one

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

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

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

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

Jigsaw Friends Story – Part 2

Slide 2

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

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

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

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

Jino suggested an elephant and Jo said a tiger.

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

Slide 3

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

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

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

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

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

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

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

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

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

Slide 4

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

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

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

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

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

Slide 5

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

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

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

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

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

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

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

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

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

Slide 6

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

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

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

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

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

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

Slide 7

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

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

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

The teacher will ask them:

“What are you thinking now?”

“What are you feeling now?”

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

Slide 8

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

“What are you thinking now?”

“What are you feeling now?”

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

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

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

Thank the children for their participation.

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

Closing the assembly

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

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

www.jigsawpshe.com



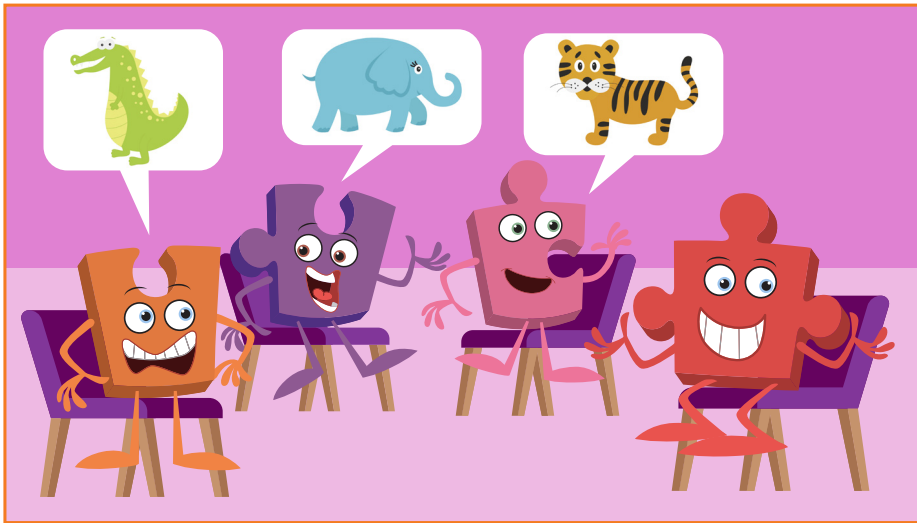
Being Me in My World
Jerrie Cat PowerPoint Slide 1 - Assembly all years



Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

Slide 2



Slide 3



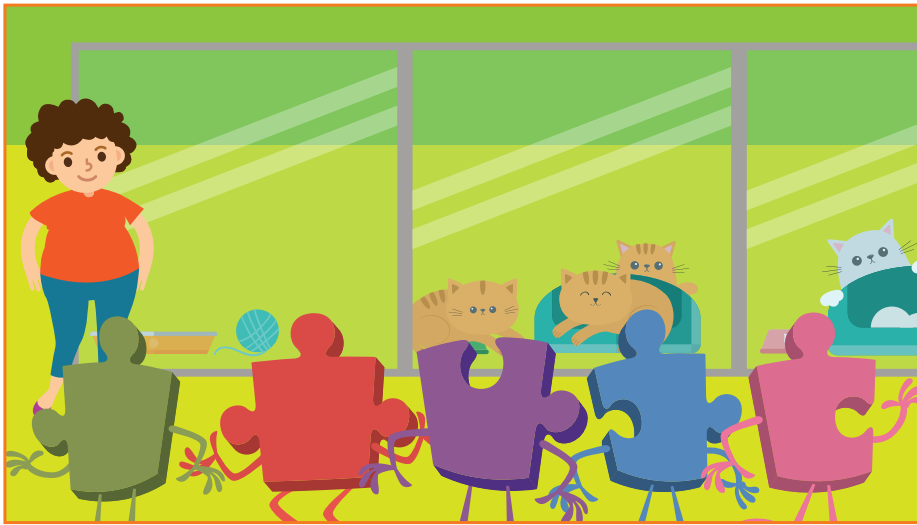
Slide 4



Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

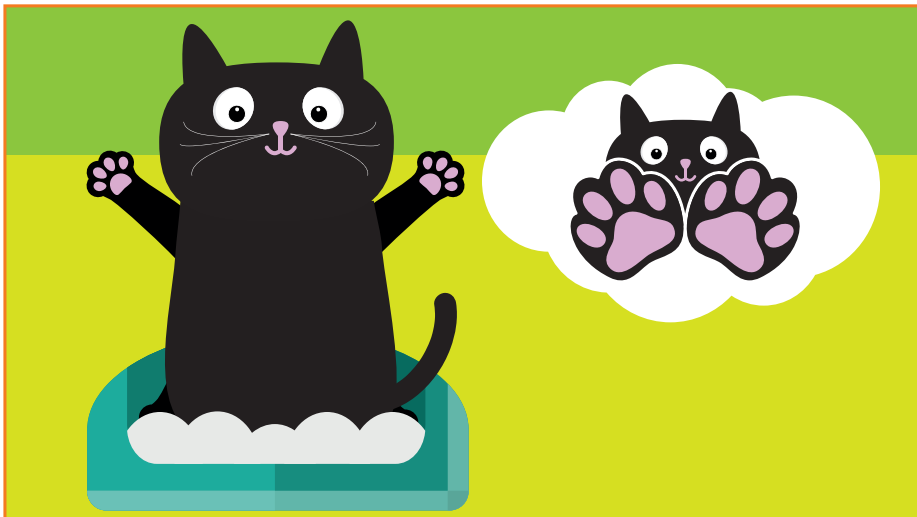
Slide 5



Slide 6



Slide 7



Puzzle 1

Weekly Celebration 1

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



Puzzle 1

Weekly Celebration 2

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



Puzzle 1

Weekly Celebration 3

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



Puzzle 1

Weekly Celebration 4

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



Puzzle 1

Weekly Celebration 5

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



Puzzle 1

Weekly Celebration 6

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

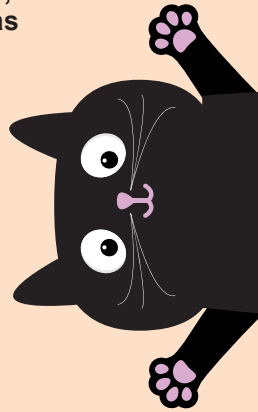


Class Teacher's Preparation to Lead the **Being Me in My World** Puzzle with children Ages 7-8

Additional Resources needed (not including those contained within Jigsaw)

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

- Piece 1: Jigsaw journals
Treasure box/decorated box (see lesson plan)
Print and laminate large Jigsaw Charter
- Piece 2: Bag
Flip chart
Chunky pens/ felt pens
- Piece 3: Children's nightmare school pictures from last Piece (lesson)
Chunky pens/ felt pens
- Piece 4: Post-it notes
- Piece 5: A3 paper/card
Post-it notes
Timer
Space to display Post-it notes (mood board)
Materials to design card as appropriate (see lesson plan)
- Piece 6: Children's work from previous lesson (Piece) – mood board post-its and
Cards for Sam



Additional planning considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each student needs one that includes Learning Intentions for Pieces 1-3). **Print/copy** enough coin/ medal templates , one per child.
- Piece 2: **Copy/print** one set of feelings cards. **Keep the children's Nightmare school work for use in the next Piece (lesson).**
- Piece 4: Ensure enough My Jigsaw Journey sheets have been **printed** (each student needs one that includes Learning Intentions for Pieces 4-6) **Print/copy** enough scenario card sets, one set per group.
- Piece 5: See your Jigsaw Lead to obtain a copy of the Whole-school Learning Charter (or if this is not available then use the example one in the Jigsaw resources for this lesson (Piece). As this lesson (Piece) involves craft/art/ writing, teachers may wish to give this lesson additional curriculum time. **Save the children's work from this lesson to be used in Piece(lesson) 6 (Mood board post-it notes and their cards for Sam).**
- Piece 6: **Copy/print enough end of puzzle certificates and complete in advance** for each child.

Teachers can use this lesson to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 7-8 sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks, and/or organise the Let Me Learn part of this lesson, so each group works with an adult in turn.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 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 or email your Jigsaw mentor.

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

Please email office@janleveragegroup.com

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





Ages 7-8

Jigsaw Summative Assessment: Tracking Pupil Progress

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

Teacher Feedback to Pupils

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

For example:

You participated actively in this lesson.

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

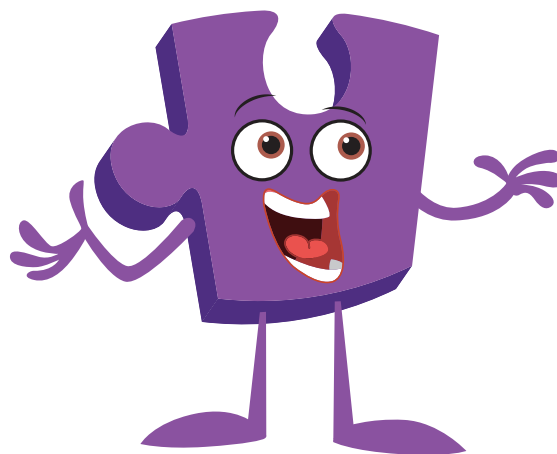
We have been discussing how to negotiate in friendships. What can you try when there are disagreements in your friendship group?

Puzzle 1: Being Me in My World - Ages 7-8 - Piece 1

Getting to Know Each Other

<p>Puzzle 1 Outcome</p> <p>Our Learning Charter (See example Learning Charter in Pieces 4,5&6)</p>	<p>Please teach me to...</p> <p>recognise my worth and identify positive things about myself and my achievements</p> <p>set personal goals</p> <p>know how to use my Jigsaw Journal</p> <p>value myself and know how to make someone else feel welcome and valued</p>
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<p>Resources</p> <p>Jigsaw Charter</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>'Calm' pictures</p> <p>Treasure box</p> <p>Coin and medal template</p> <p>Jigsaw Jino</p> <p>Jigsaw Jerrie Cat</p> <p>My Jigsaw Journey</p> <p>Jigsaw Journals</p>	<p>Vocabulary</p> <p>Welcome</p> <p>Valued</p> <p>Achievements</p> <p>Proud</p> <p>Pleased</p> <p>Personal goal</p> <p>Praise</p> <p>Acknowledge</p> <p>Affirm</p>
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<p>Teaching and Learning</p> <p>Teacher notes</p> <p>Please ensure you have read the Jigsaw Approach (the introductory chapter to these resources found at the beginning of each year group folder/file) prior to teaching this Puzzle (unit of work).</p> <p>The Jigsaw Charter</p> <p>Slide 1: Jigsaw lessons need to be established as very safe learning environments as some of the lessons deal with sensitive issues. Therefore, we need to establish the 'ground rules', in Jigsaw called 'The Jigsaw Charter'.</p> <p>This needs to include: The right to pass Respect for each other Confidentiality</p> <p>There is a ready-made Jigsaw Charter in this lesson for you, but do start by asking the children what they need to do to make everyone feel safe so we can all learn well.</p> <p>Bring out their ideas and introduce the Jigsaw Charter (Slide 1) and the large printed copy you already made (and laminated).</p> <p>You may like to invite them all to sign the Charter (or maybe colour in a smiley face already drawn on it) as a way of saying they agree to try to stick to it in Jigsaw lessons.</p> <p>You and they can then refer to it in every lesson thus creating a trusted and predictable learning environment.</p> <p>Display the Jigsaw Charter in the classroom and refer to it at the beginning of every Jigsaw lesson.</p>	<p>Ask me this...</p>
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Connect us

Play 'Switch.' The aim of this game is for children to gain awareness of the similarities and differences between them, particularly the similarities. Therefore, throughout the game the teacher needs to keep drawing children's attention to the 'others' who 'switched' at the same time as them. This will help children to get to know who they have things in common with, e.g. "Did you notice who also switched when I asked who has a pet gerbil?"

Sitting in a circle, the teacher explains to children that when they call out a statement that applies to them they need to 'switch' places with someone else who it also applies to. So the teacher may call out, "Switch places if you like jelly babies". All the children who like jelly babies switch places and notice who else likes jelly babies. Continue the game with a range of statements.

(Teacher to make sure ALL children have opportunities to switch.)

Calm me

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

Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script, the Jigsaw Chime and the Calm pictures on slide 3.

Open my mind

Place a treasure box in the centre of the circle and give each child a piece of treasure (use the gold coin template from the resources). Individually the children write (or have support scribing) an achievement they have been proud of in their life onto the coin. Jigsaw Jino takes the treasure chest around the circle and each child puts their coin into the box. Once back with the teacher, the box is opened and half of the coins are read out (the other half will be read out later in the lesson).

Tell me or show me

Introduce the class to Jigsaw Jino, explaining that Jino will be their Jigsaw Friend for the whole year, and will be taking part in Jigsaw lessons.

Invite the children to discuss in pairs something similar they both enjoy doing. Each pair shares their idea using Jigsaw Jino as the 'talking object' who is passed around the circle (when Jino is held it is that pair's turn to speak). The teacher could ask for thumbs up from the rest of the children if they hear something that they also enjoy. This encourages listening and skills of empathy. Be sure to let the children know they always have a right to pass.

Have you found someone you have something in common with?

How well do you know your class mates?

Does your mind feel calm and ready to learn?

Let me learn

Give each child their Jigsaw Journal and explain this will be the special book for keeping their Jigsaw work. Hand out a medal template to each child. Back in their seats they can write personal goal they have for this school year. The children bring their medals back to the circle and passing Jigsaw Jino around, each child shares what they have written. (Remember to reinforce the Jigsaw Charter if a child does not want to share, in this case ask the child if they would like another child / the teacher to read it for them, or perhaps share it at another time.) The medals can be used as a class display by pegging them onto a line across the classroom. Ask the children to give everyone a round of applause and explain that why it's important that everyone encourages each other to achieve their goals this year.

Read out the other half of the treasure box coins.

Alternatively children can stick these into their Jigsaw Journals.

Help me reflect

Slide 3: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs-neutral or thumbs-down. Show the children My Jigsaw 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 in the TINT (to improve next time) Box. Stick the completed sheets into their Jigsaw Journals.

Notes



Being Me in My World

Calm Me Script - Ages 7-8 - Piece 1

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

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

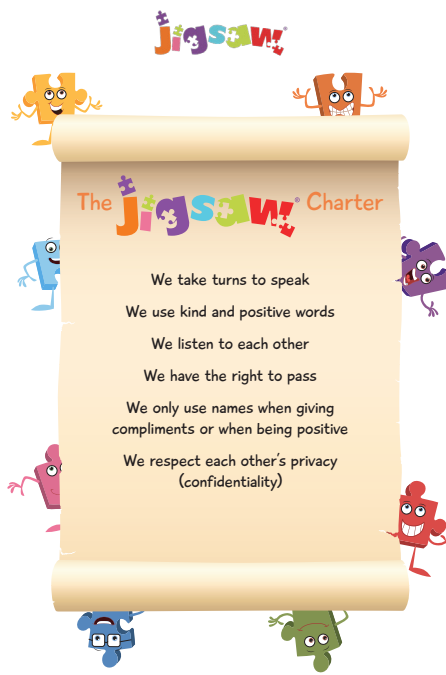
Teacher reinforces how good it feels to be calm and quiet.





Being Me in My World

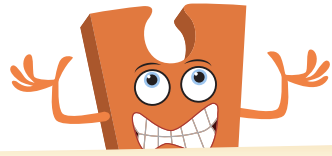
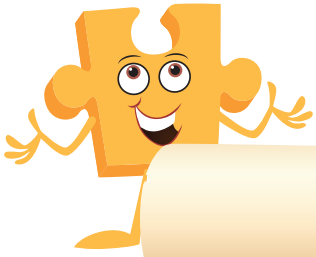
PowerPoint Slide 1 The Jigsaw Charter - Ages 7-8 - Piece 1

A central graphic of a yellow scroll with the Jigsaw Charter text. The scroll is surrounded by several colorful, anthropomorphic puzzle pieces with faces and arms. The Jigsaw logo is at the top of the scroll.

The Jigsaw Charter

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

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The Charter

We take turns to speak

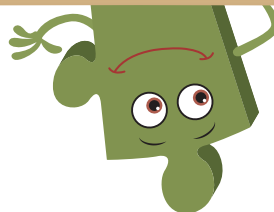
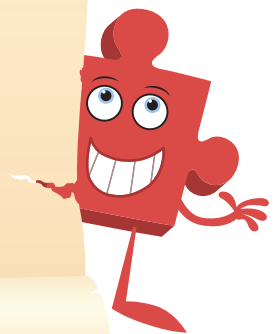
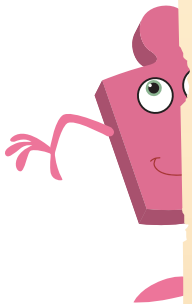
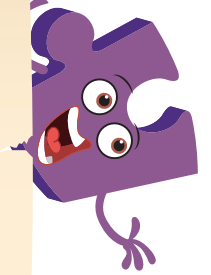
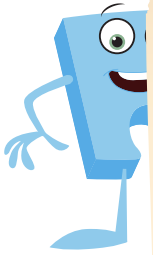
We use kind and positive words

We listen to each other

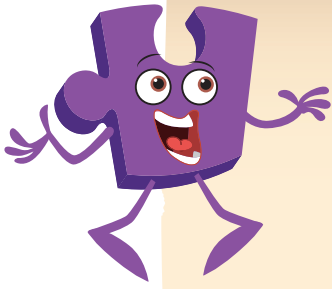
We have the right to pass

We only use names when giving compliments or when being positive

We respect each other's privacy
(confidentiality)



The **Jigsaw!** Charter



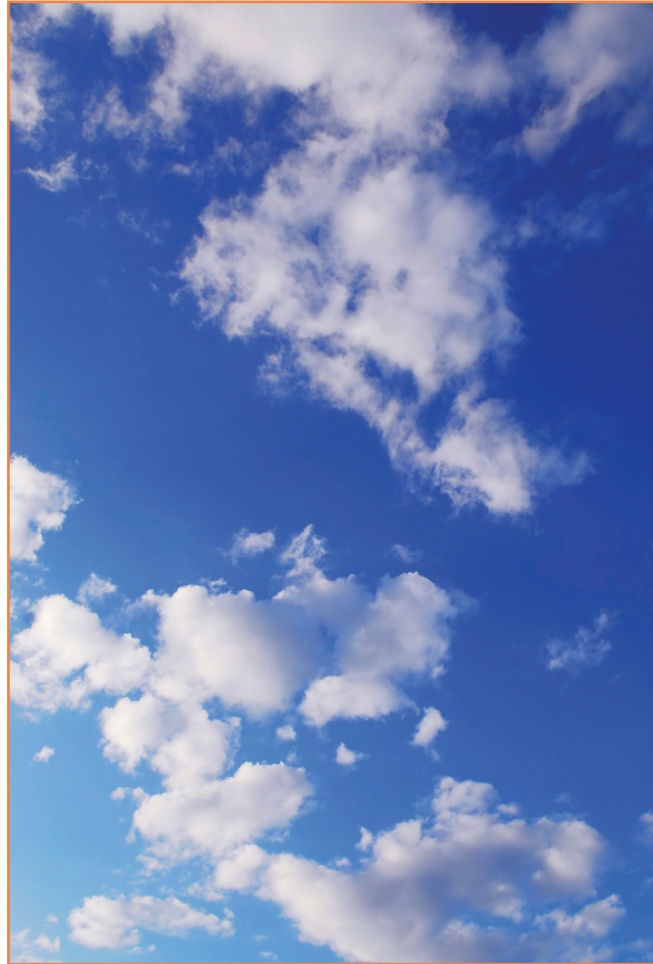
Class:

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

We will try our best to keep our Charter:

Being Me in My World

'Calm' Pictures PowerPoint Slide 2 - Ages 7-8 - Piece 1



Being Me in My World
Coin and Medal Template - Ages 7-8 - Piece 1





Being Me in My World

PowerPoint Slide 3: My Jigsaw Journey - Ages 7-8 - Piece 1



My Jigsaw Journey

Jigsaw

Puzzle 1 - Being Me in My World (Pieces 1-3) Ages 7-8

Name:

					TINT BOX - To improve next time I...
Piece 1	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.				
	I know how to use my Jigsaw Journal.				
Piece 2	I value myself and know how to make someone else feel welcome and valued.				
	I can face new challenges positively, make responsible choices and ask for help when I need it.				
Piece 3	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.				
	I understand why rules are needed and how they relate to rights and responsibilities.				
	I know how to make others feel valued.				

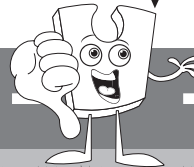
I don't get this at all. I'm getting there but need some help to understand. I get this and can give examples if you ask me. I missed this lesson.

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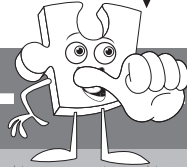
Name

					TINT BOX - To improve next time I...
Piece 1	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.			
	I know how to use my Jigsaw Journal.				
Piece 2	I value myself and know how to make someone else feel welcome and valued.			
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	I understand why rules are needed and how they relate to rights and responsibilities.				
Piece 3	I know how to make others feel valued.			

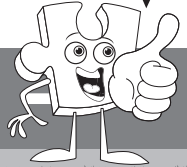
I don't get this at all



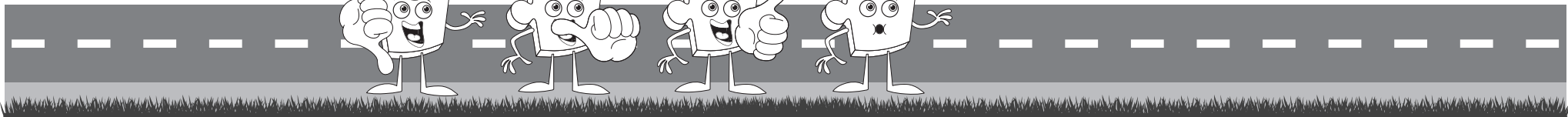
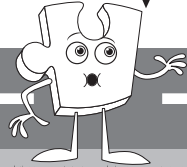
I'm getting there but need some help to understand



I get this and can give examples if you ask me

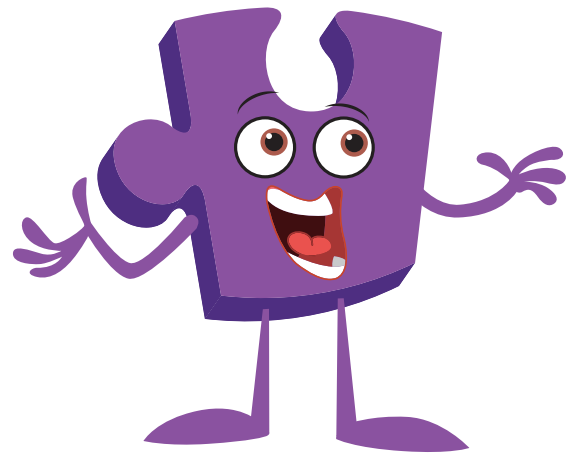


I missed this lesson



Puzzle 1: Being Me in My World - Ages 7-8 - Piece 2

Our Nightmare School	
<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... face new challenges positively, make responsible choices and ask for help when I need it recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions</p>
<p>Resources Jigsaw Charter Jigsaw Jino Jigsaw Jerrie Cat Feelings bag with feelings cards Jigsaw Chime 'Calm Me' script 'Calm' pictures Flipchart paper My Jigsaw Journey Jigsaw Journals</p>	<p>Vocabulary Emotions Feelings Nightmare Fears Worries Solutions Support</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Slide 1: Share 'The Jigsaw Charter' with the children to reinforce how we work together. Use the slide and refer to the Charter on display.</p> <p>Connect us Sitting in pairs in the circle, pass around Jigsaw Jino's Feelings Bag (small bag with feelings cards inside). One child in each pair picks out a card. In the pair they discuss how they will mime the feeling to the rest of the circle. In turn, each pair mimes their feeling for the rest of the class to guess. Continue until each pair has had their go. Teacher draws out how important it is for us to be able to understand facial expressions which show how people are feeling. Ask the children why this is so important and how it will help them (empathy).</p> <p>Calm me Slide 2: Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime, the 'Calm Me' Script and the Calm pictures (slide 2) if helpful.</p> <p>Open my mind Still in a circle using Jigsaw Jino as the talking object facilitate a round using the starter sentence: This school would be a nightmare if... Allow the children some thinking time in pairs prior to each round so they all have an idea to share and reinforce that it's OK to say something the same as another pair if that was their idea too.</p>	<p>Ask me this...</p> <p>How easy is it for you to gauge other people's feelings by their facial expressions?</p> <p>Does your mind feel calm and ready to learn?</p>



Tell me or show me

Working in small groups children have a large part of flip chart folded in half and some chunky pens. On the left and side of the flip chart invite the children to draw their nightmare school adding a few words to explain if necessary. Using the prompt questions below (one at a time), ask each group to write their responses to each question around their Nightmare school picture, numbering their answers.

- 1) How might children at the Nightmare school feel?
(Write three words)
- 2) What might the children be scared of?
- 3) Who would the children ask for help?
- 4) What is the worst part of the Nightmare school?
- 5) How easy would it be for the children to learn?
Score out of 10, (1=very difficult 10 =easy to learn)

Reinforce the lack of choices and opportunities that their Nightmare schools would offer.

NOTE: You will need to keep these sheets for the next Piece (lesson).

Let me learn

Bring the children back to the circle and express that you are pleased that your school is not a nightmare one. Even so, Jino is new to this class and might have some worries. Take some feedback about what concerns Jino might have. Ask the children to offer solutions to any of the worries. Can they suggest people in school who can help?

Ask the children if they share any of Jigsaw Jino's concerns. Explain that it's perfectly normal to have worries when things are new or different. Stress they can use some of the ideas they have already thought about to help themselves if they are worried about anything.

Help me reflect

Slide 3: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan).

The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs-neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement).

Ask them to record their responses on the My Jigsaw Journey sheet for this Piece (lesson). If desired there is space for them to record formative learning targets, or comments about the lesson in the TINT Box.

Notes

If time the teacher may like to exemplify the Nightmare school by sharing an extract of Roald Dahl's 'Matilda' or showing a suitable clip from the film and drawing out how Matilda felt and the people she had to help/ talk to.



Being Me in My World

Calm Me Script - Ages 7-8 - Piece 2

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

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

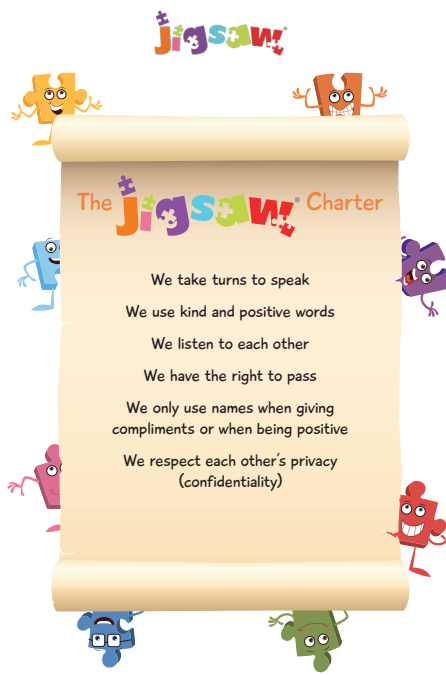
Teacher reinforces how good it feels to be calm and quiet.





Being Me in My World

PowerPoint Slide 1 The Jigsaw Charter - Ages 7-8 - Piece 2

A central graphic of a yellow scroll with the Jigsaw Charter text. The scroll is surrounded by several colorful, anthropomorphic puzzle pieces with faces and arms. The Jigsaw logo is at the top of the scroll.

The Jigsaw Charter

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

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Being Me in My World
Feelings Cards - Ages 7-8 - Piece 2

happy

sad

scared

frightened

worried



Being Me in My World
Feelings Cards - Ages 7-8 - Piece 2

excited

angry

confused

surprised

shy

content

terrified

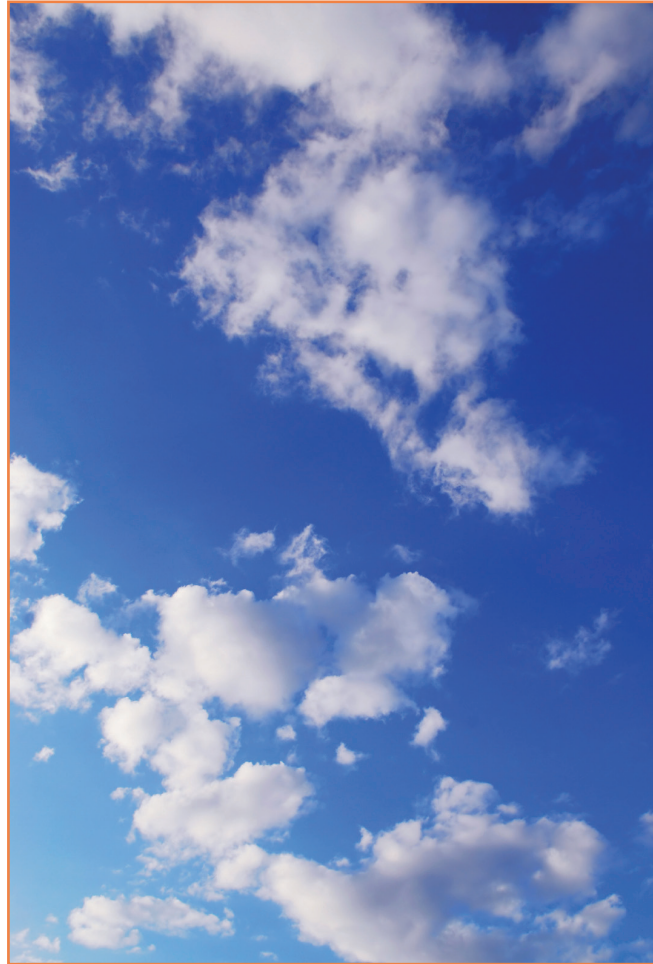
unhappy

embarrassed

proud

Being Me in My World

'Calm' Pictures PowerPoint Slide 2 - Ages 7-8 - Piece 2





Being Me in My World

PowerPoint Slide 3: My Jigsaw Journey - Ages 7-8 - Piece 2



My Jigsaw Journey

Jigsaw

Puzzle 1 - Being Me in My World (Pieces 1-3) Ages 7-8

Name:

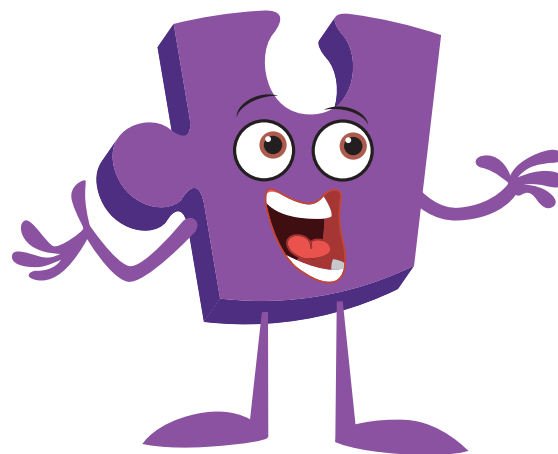
					TINT BOX - To improve next time I...
Piece 1	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.				
	I know how to use my Jigsaw Journal.				
Piece 2	I value myself and know how to make someone else feel welcome and valued.				
	I can face new challenges positively, make responsible choices and ask for help when I need it.				
Piece 3	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.				
	I understand why rules are needed and how they relate to rights and responsibilities.				
	I know how to make others feel valued.				

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.

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Puzzle 1: Being Me in My World - Ages 7-8 - Piece 3

Our Dream School	
<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... understand why rules are needed and how they relate to rights and responsibilities know how to make others feel valued</p>
<p>Resources Jigsaw Charter Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script 'Calm' pictures Nightmare School pictures from previous Piece (lesson) My Jigsaw Journey Jigsaw Journals</p>	<p>Vocabulary Rights Responsibilities Learning Charter Nightmare Dream</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Use the Jigsaw Charter slide from previous lessons if helpful and refer to the Charter on display.</p> <p>Connect us Still in the circle, Jigsaw Jino models to the children: 'I'm bouncy Jino'. The teacher asks the children what other words (adjectives) could Jino use as a self description, e.g. clever, jumpy, impatient, impulsive, kind... Then, using Jigsaw Jino as the talking object and remembering the right to pass, invite children in turn to introduce themselves using an adjective to describe an aspect of their character just like Jigsaw Jino did. The teacher can model this to begin the process.</p> <p>Calm me Slide 1: Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' script.</p> <p>Open my mind Working in the same groups when they created their Nightmare school, the children now draw their 'Dream school' on the right-hand side of the flip chart. Then as per the last Piece (lesson) ask the children the following questions and invite them to record their answers around the Dream school picture, numbering their responses.</p> <ol style="list-style-type: none"> 1) How would the children at this school feel? (Write three words) 2) What might the children be most proud of? 3) Who would the children ask for help? 4) How easy is it for the children to learn? Score out of 10, where 1=very difficult to learn 10= very easy to learn 5) What is it about the Dream school that helps children to learn? 	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p>



Tell me or show me

Invite the children to bring their pictures back to the circle and explain some of the main differences between their Nightmare and Dream schools.

Ask the children to consider where your school fits in...is it more like the Dream school or Nightmare school? Does it have parts of both?

Let me learn

The teacher explains one way that schools can become a 'Dream school' is to think about the rights and responsibilities everyone shares to make sure that every child learns as well as possible. One way to do that is to have a Learning Charter that everyone agrees to. (If the children have not experienced a Learning Charter before, use the example one from the Jigsaw resources from this Piece/lesson and discuss).


Invite the children to share their responses to Question 5 on their Dream school pictures and list them on the whiteboard or piece of flip chart.

Back in their groups ask the children to rank these ideas from least to most important.

Ask the children if these ideas are to become the basis of a Learning Charter, is there anything extra that needs to be added? Add to the list as appropriate.

Invite the class to agree the six most important elements to include in a Learning Charter from the list perhaps by taking a class vote on each statement.

Round off the lesson by explaining that as part of the Declaration of Human Rights we all have a right to be educated (Article 28). (Teachers may wish to share the book 'We Are All Born Free' ISBN 978-1-84780-663-5) if time allows.

Pause Point: Slide 2:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, close their eyes, take a deep breath and look inside to see what they are thinking right now. This helps to grow their awareness of their thought processes.

Help me reflect

Slide 3: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan).

The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs-neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement).

Ask them to record their responses on the My Jigsaw Journey sheet for this Piece (lesson). If desired there is space for them to record formative learning targets, or comments about the lesson in the TINT Box

Notes

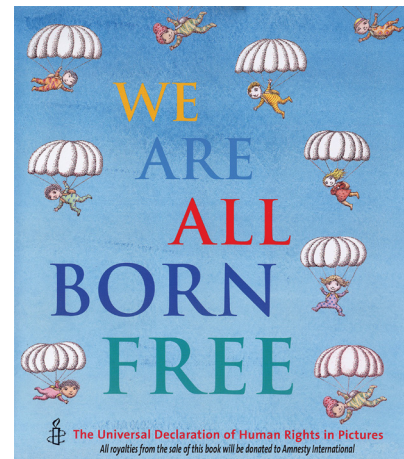
Your Jigsaw subject lead should have discussed the school's approach the development/ refresh of the Whole-school Learning Charter prior to starting this Puzzle (unit), see The Jigsaw Approach. The children's list of statements from this Piece (lesson) can be included as their contribution.

What do we have to do to make our school a 'Dream school'?

What do you need in order to learn?

How can you work together to help each other learn?

Do you know how and when you learn best?



Being Me in My World

Calm Me Script - Ages 7-8 - Piece 3


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

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

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

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

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

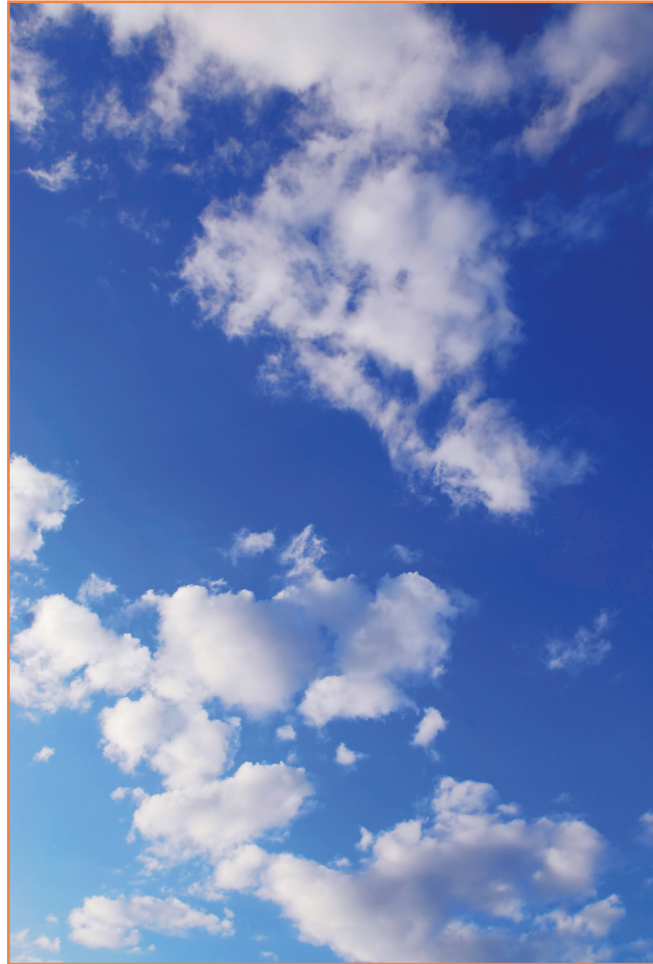
Jigsaw Jerrie Cat's PAUSE POINTS  are also used to build awareness of thoughts and feelings in the present moment.

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



Being Me in My World

'Calm' Pictures PowerPoint Slide 1 - Ages 7-8 - Piece 3



Being Me in My World
Jerrie Cat PowerPoint Slide 2 - Ages 7-8 - Piece 3



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Being Me in My World

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

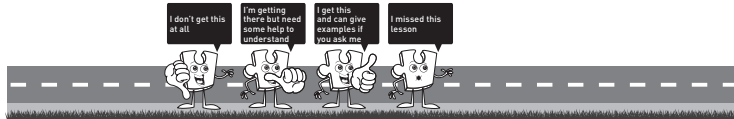


Puzzle 1 - Being Me in My World (Pieces 1-3)

Ages 7-8

Name

				TINT BOX - To improve next time I...
Piece 1	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.			
	I know how to use my Jigsaw Journal.			
Piece 2	I value myself and know how to make someone else feel welcome and valued.			
	I can face new challenges positively, make responsible choices and ask for help when I need it.			
Piece 3	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling those emotions.			
	I understand why rules are needed and how they relate to rights and responsibilities.			
	I know how to make others feel valued.			



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Calm me

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

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

Open my mind

Give the children some thinking time in pairs to answer the following starter sentence:

In our school we have a responsibility to....

The teacher (and other adults if they are present) should model this first so the children understand the term responsibility and can think of some examples.

Passing Jigsaw Jino around the circle as the 'talking object' each child or pair shares one idea when they are holding Jino if they choose to, or they can PASS.

Remind the children of their list of statements from the last lesson (Piece) that they felt should form the basis of a Learning Charter. Ask the children to work in small groups and hand out some post-it notes to each group. For each of the six statements invite the children to think of a responsibility that goes with each 'right'. Ask them to write these on the post-it notes and collect these in from each group.

Share the children's responses so they understand that the Learning Charter translates into choices and actions, which are everyone's responsibilities.

Tell me or show me

Using the first scenario (Aman) as an example, invite the children to discuss as a class what they would do and what the possible consequences might be. Use Jigsaw Jino as the talking object to share the children's ideas.

Let me learn

Hand out a set of scenario cards to each group. For each scenario ask the children to discuss:

- The responsible and irresponsible choices that could be made in each situation.
- The consequences of those choices
- The feelings of the people in the scenario depending upon the choice

Share the children's ideas.

Ask each group to choose one scenario as a focus. For that scenario they need to think of some appropriate rewards if the person makes a responsible choice and some consequences they think are fair if the person chooses to be irresponsible. Draw out that both rewards and consequences should be realistic and proportionate, perhaps by giving some exaggerated examples of inappropriate rewards/consequences e.g. Given a games console, a trip to Florida/ loss of play time for the year etc.

The rewards and consequences may well be the ones they have already experienced and worked with or they may have new ideas. Whatever the children agree are appropriate rewards and consequences could be passed to your Jigsaw subject lead for consideration within the Whole-school Learning Charter.

Help me reflect

Slide 1: Share My Jigsaw Journey sheets with the children and discuss how they are to be completed by ticking the appropriate box for the purple and green learning intention for this Piece (lesson). The associated PowerPoint slide can be used to model completion of this task with the children if desired. Further goals can be added in the TINT (to improve next time) Box.

Does your mind feel calm and ready to learn?



Being Me in My World

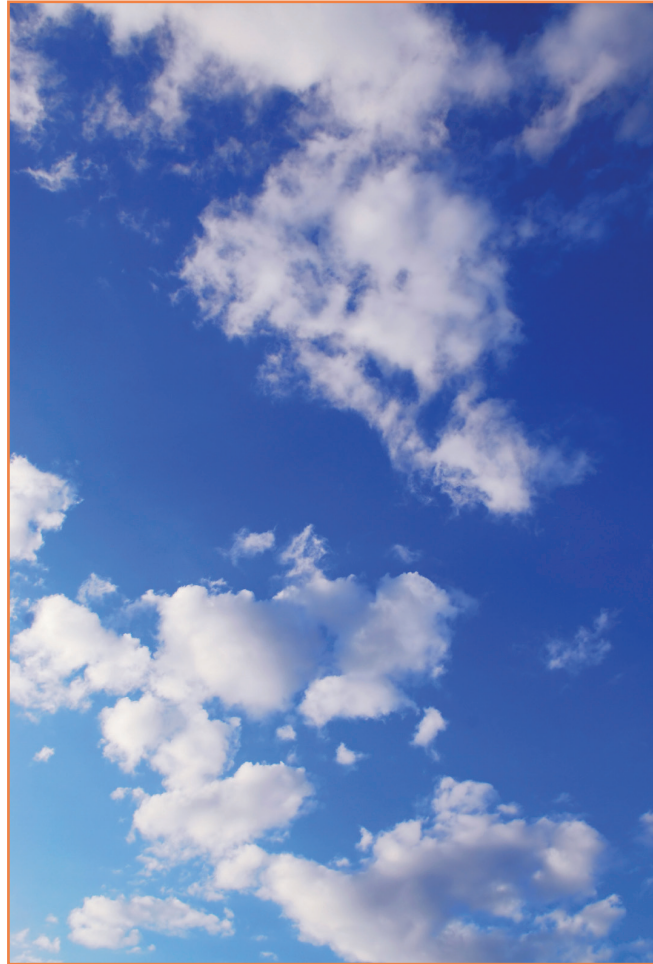
Calm Me Script - Ages 7-8 - Piece 4

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

Teacher reinforces how good it feels to be calm and quiet. Jigsaw Jine can reinforce this too.



Being Me in My World
'Calm' Pictures PowerPoint - Ages 7-8 - Piece 4





Being Me in My World
Scenario Cards - Ages 7-8 - Piece 4

Aman

Aman's teacher has told everyone to work quietly at their tables. Aman has a very funny joke and wants to tell the everyone in his group.

What should Aman do?

Zara

Zara doesn't get along with a girl called Crystal who is in her year group. That evening Zara gets an unkind text message about Crystal that she finds funny. The message comes from a girl who Zara really wants to be friends with.

What should Zara do?

Jacob

Jacob and Sunni have been best friends since they started school. This year Sunni has made friends with another boy in class and doesn't spend as much time with Jacob. Jacob is feeling left out.

What should Jacob do?

Our Learning Charter

↻ Rights

We have the right to:

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

↻ Responsibilities

We have the responsibility to:

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

↻ Rewards

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

↻ Consequences

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





Being Me in My World

PowerPoint Slide 1: My Jigsaw Journey - Ages 7-8 - Piece 4



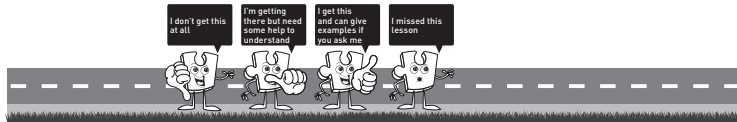
Puzzle 1 - Being Me in My World (Pieces 4-6)

Ages 7-8

Name

					TINT BOX - To improve next time I...
Piece 4	I understand that my actions affect myself and others and I care about other people's feelings.				
	I understand that my behaviour brings rewards/consequences.				
Piece 5	I can make responsible choices and take action.				
	I can work cooperatively in a group.				
Piece 6	I understand my actions affect others and try to see things from their points of view.				
	I am choosing to follow the Learning Charter.				

PSHE Learning Grid
16

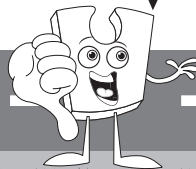


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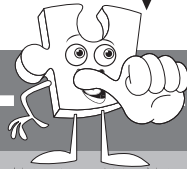
Name

					TINT BOX - To improve next time I...
Piece 4	I understand that my actions affect myself and others and I care about other people's feelings.			
	I understand that my behaviour brings rewards/consequences.				
Piece 5	I can make responsible choices and take action.			
	I can work cooperatively in a group.				
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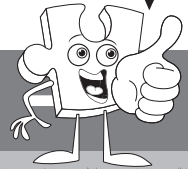
I don't get this at all



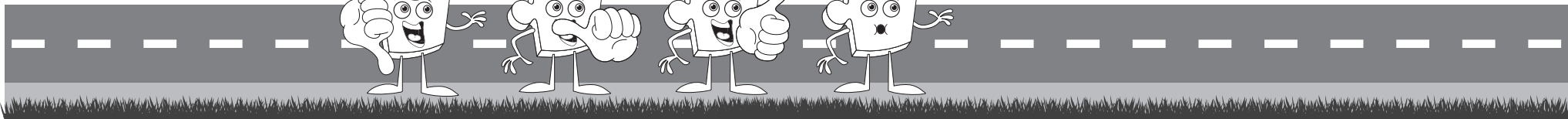
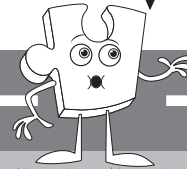
I'm getting there but need some help to understand



I get this and can give examples if you ask me

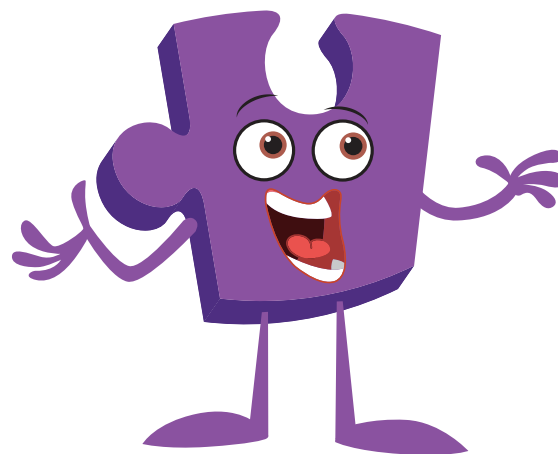


I missed this lesson



Puzzle 1: Being Me in My World - Ages 7-8 - Piece 5

Our Learning Charter	
<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... make responsible choices and take action work cooperatively in a group</p>
<p>Resources Jigsaw Charter Jigsaw Chime 'Calm Me' script 'A3 paper Post-It notes Sam's letter Jigsaw Jino Jigsaw Jerrie Cat Timer Space to display Post-Its Learning Charter My Jigsaw Journey Jigsaw Journals</p>	<p>Vocabulary Co-operate Rights Responsibilities Rewards Consequences Choices Learning Charter Challenge Group dynamics Team work</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Play 'Switch.' The aim of this game is for children to gain awareness of the similarities and differences between them, particularly the similarities. Therefore, throughout the game, the teacher needs to keep drawing children's attention to the 'others' that 'switched' at the same time as them, thereby helping children get to know who they have things in common with: 'Did you notice who also switched when I asked who has a pet gerbil?'</p> <p>Play the game: Sitting in a circle the teacher explains to the children that when they call out a statement that applies, the children need to 'switch' places with someone else who it also applies to. So the teacher may call out 'Switch places if you like jelly babies'. All the children who like jelly babies switch places and notice who else likes jelly babies. Continue the game with a range of statements. (Teacher to make sure ALL children have opportunities to switch.)</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.</p>	<p>Ask me this...</p> <p>Have you been surprised about the people who you have things in common with? Did you expect to have things in common with these people?</p> <p>Does your mind feel calm and ready to learn?</p>




Open my mind

Read/show 'Sam's letter' to the children and explain that their task will be to design a 'Welcome to our class card' for Sam. Sam is based on a real pupil so if the teacher thinks it appropriate this information can be shared with the children to give a sense of reality to their task, even though Sam isn't really joining the school! The children may ask if Sam is a particular gender. The teacher can let the children decide on this for themselves in their groups (perhaps by taking a group vote), and also take the opportunity to explain that we don't necessarily need to know this to welcome Sam to the class and to be kind.

Tell me or show me

Before the children make their cards create a 'mood board' for their designs. Ask the children to work in pairs and hand out some 'post-it' notes to each pair. Using the prompt questions ask the children to write their ideas on the 'post-its'. Collect these in after each question and combine them to create a class wall of ideas which will act as the mood board/ aide memoire. Give two minutes for each question.

Discuss and summarise the children's ideas and link this to the Learning Charter. Draw out and reinforce the language of rights and responsibilities, choices and consequences, and if necessary add these words to the 'mood board'. By this point you may have access to the Whole-school Learning Charter which your Jigsaw subject lead should have discussed with you prior to starting this Puzzle (unit). If this is not available, then use the sample Learning Charter from the Jigsaw resources in this lesson (Piece).

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, close their eyes, take a deep breath and look inside to see what thoughts are in their minds right now. No need to share these. This is simply an awareness/ mindfulness - building moment.

Let me learn

Combine two pairs to make groups of four. Each group needs to work cooperatively to create their card for Sam (use A3 paper/card folded in half). Highlight that one of the learning intentions of today's lesson is to work cooperatively as a group so everyone needs to be thinking about the things they need to do to make their group work well together.

Explain that the children will also have time in the next Piece (lesson) to finish their cards.

Children start to design their cards using the rest of the lesson time as appropriate. The teacher may wish to give children further opportunities before the next Jigsaw lesson to work on their cards.

Help me reflect

Briefly take feedback from the children about their group work experience. Who made the decisions? Was there a leader? Did everyone feel listened to/ play a part? Which decision systems worked the best? Explain everyone will have another opportunity to work on the card as a group, so if they feel their group could be a more effective team, they can make changes next time.

Slide 2: Share My Jigsaw Journey sheets with the children and discuss how they are to be completed by ticking the appropriate box for the purple and green learning intention for this Piece (lesson). The associated PowerPoint slide can be used to model completion of this task with the children. Notes or further goals can be added in the TINT Box.

What sort of thoughts might be making Sam feel scared?

What sort of things can we say/draw in our card to make Sam feel welcome/valued?

What can we say about our Learning Charter and why it will help Sam belong and feel safe in our class?

Can you say one responsible choice/action that you would make to help Sam feel part of this class?

Notes

Puzzle outcome: Lessons (Pieces) 5 and 6 are designed to help each class take ownership of the Whole-School Learning Charter. The aim for the learning charter is to bring a consistent positive behaviour system to the whole school.

This is achieved in this lesson (Piece) by including elements of the Learning Charter in Sam's Card.

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

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

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

Certificates

Each child will need a personalised Puzzle certificate next lesson.

A set of 30 certificates can be found on the Community Area of www.jigsawpshe.com to make this process easy for teachers.

Being Me in My World


Calm Me Script - Ages 7-8 - Piece 5

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

Teacher reinforces how good it feels to be calm and quiet. Do the children agree?

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

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

Jigsaw Jerrie Cat's PAUSE POINTS  are use to develop awareness of thoughts and feelings.

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



Being Me in My World
Sam' Letter - Ages 7-8 - Piece 5

Hello everybody, my name is Sam and I am going to be joining your class. Ever since I was a baby I have had an illness which meant I had to stay in hospital.

I have never been to a proper school even though I am the same age as you! Instead I have had all my lessons in hospital, but only when I was well enough.

I am very pleased to tell you that I'm better now, but I'm really scared about starting school. I still have a few scars on my face and body from my illness, and it makes me look and feel different. Even though I'm nervous I am looking forward to meeting you all.

Best wishes,

Sam.

Being Me in My World
Jerrie Cat PowerPoint Slide 1 - Ages 7-8 - Piece 5



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Our Learning Charter

↻ Rights

We have the right to:

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

↻ Responsibilities

We have the responsibility to:

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

↻ Rewards

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

↻ Consequences

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





Being Me in My World

PowerPoint Slide 2: My Jigsaw Journey - Ages 7-8 - Piece 5



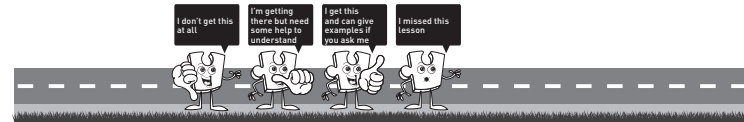
Puzzle 1 - Being Me in My World (Pieces 4-6)

Ages 7-8

Name

					TINT BOX - To improve next time I...
Piece 4	I understand that my actions affect myself and others and I care about other people's feelings.				
	I understand that my behaviour brings rewards/consequences.				
Piece 5	I can make responsible choices and take action.				
	I can work cooperatively in a group.				
Piece 6	I understand my actions affect others and try to see things from their points of view.				
	I am choosing to follow the Learning Charter.				

PSHE Learning Objectives



Puzzle 1: Being Me in My World - Ages 7-8 - Piece 6

Owning Our Learning Charter	
Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)	Please teach me to... understand my actions affect others and try to see things from their points of view choose to follow the Learning Charter
Resources Jigsaw Charter Jigsaw Chime 'Calm Me' script 'What do we see?' picture PowerPoint Learning Charter Jigsaw Jino Jigsaw Jerrie Cat Mood board from last lesson My Jigsaw Journey Jigsaw Journals	Vocabulary Learning Charter Actions View point Ideal school Belong
Teaching and Learning Teacher notes Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals. As a result, teachers may wish to consider giving this lesson slightly more curriculum time, and/or choose to do the Let me learn part of the lesson with the teacher(s) working with each group in turn. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	Ask me this...



Connect us

Play the Farmyard game as follows: Children stand in the circle with the teacher in the middle. Teacher points to a child and says 'duck', the teacher instructs the child they have pointed to and the two children either side to form the duck shape and to quack. They then point to another child who becomes the duck with the two children either side. When a new group of children become the animal, the previous group relax again in the circle. Continue to point to different children to become the duck. Draw out the skills this game needs, i.e. coordination, cooperation, working together, etc. When the children are confident with this introduce the next animal shape - 'pig' and do the same getting groups of children to fulfil the action. Then begin to mix up saying duck, duck, pig, duck, etc. so the children have to think carefully about the shape/animal they are representing. Then introduce the third animal - 'cow' and once the children are familiar with the shape representation, mix up the animals that the children in the circle have to represent. Allow the children to have fun with this activity.

During the farm yard game the children will need to know the actions for the following animals. Teach these at the appropriate moment during the game.

Duck - three children become the duck. The child in the centre of the three uses one hand in front of their face to make a beak shape and to quack. The child on his left uses his left arm to make a wing and flaps it, the child on the right makes the other wing using her right arm and flaps it. All three children quack in unison.

Pig - three children become the pig. The child in the centre of the three makes a fist into the snout of the pig and twists it back and forth in front of his nose and oinks. The child on his left makes a triangle with his thumbs and index fingers and places them next to the 'pig's' head (but not touching). The child on the pig's right does the same making the other ear. They all oink as the pig.

Cow - three children become the cow. The child in the centre of the three uses both hands to make horn shapes. The child on his left makes an oval shape with his fingers and thumbs to represent a Friesian cow's patches and places his shape next to, but not touching, the cow. The child on the right does the same and they all moo.

Calm me

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

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

How well do you think we work together as a class and in groups?

What other animals can the children make?

Does your mind feel calm and ready to learn?

Open my mind

Slide 1: Explain that people often have different viewpoints about something. For example, someone in a group might feel they haven't been listened to, while other people in the group think that everyone has had a fair turn.

Show the 'What do we see?' picture (slide 1) but don't reveal the scenarios yet. Ask the children to discuss in pairs what they think is going on in the picture and share some of their ideas.

Read out the two scenario cards that go with the picture and then ask the children to think which of these is most likely to be the accurate one. Why?

Share their ideas then explain that both scenarios could be real and draw out how things can be seen differently and different interpretations can cause people to act differently.

Make the point that in the school it is important that everyone has a shared viewpoint /vision and a Learning Charter so that everyone is clear about how we want the school community to be.

Tell me or show me

Revisit ideas from the 'mood board' the children created last time to help them create a card for Sam. Explain Sam has a different view of the school at the moment – why is this?

Can the children include things in their cards that will help Sam understand the Learning Charter and feel more confident about coming to school?

Let me learn

Children continue with their group work making the card for Sam. As the children do this, the teacher may wish to use the prompt questions to extend the children's thinking (and therefore help towards the 'working beyond' attainment descriptor for this Puzzle (unit of work)). Teachers/ adult helpers may wish to sit with each group in turn so they can also scribe/record the children's discussions if appropriate.

Help me reflect

Slide 2: Thank the children for their excellent ideas in Sam's card.

Children complete My Jigsaw Journey for this (Piece) lesson.

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.

What do you see is happening in the picture?

How can you tell what is happening and how can you know you are right?

Why might we need a shared vision for our school Learning Charter?

Why is it important to feel valued/ that we belong?

What do you think is the most important part of our Learning Charter? Why?

What might be the consequences if somebody chose not to follow part of the Learning Charter?

What rights do we all have in school?

How do these link to our responsibilities and the rules in our Learning Charter?

Notes

Puzzle outcome: Lessons (Pieces) 5 and 6 are designed to help each class take ownership of the Whole-School Learning Charter. The aim for the learning charter is to bring a consistent positive behaviour system to the whole school.

This is achieved in this lesson (Piece) by including elements of the Learning Charter in Sam's Card.

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

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

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

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

Certificates

There are many opportunities to build on children's sense of worth and self-esteem. Each Puzzle (unit) has its own certificate for the teacher to complete for each child. This is an opportunity for the teacher to give the child feedback on their learning and progress. The certificates can then be presented and stuck into their Jigsaw Journals. As an extension activity they could then reflect and/ or record how it felt to receive the certificate and their learning progress.

Being Me in My World

Calm Me Script - Ages 7-8 - Piece 6

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

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



Being Me in My World

Powerpoint Slide 1: What do we See? - Points of View - Ages 7-8 - Piece 6



Scenario 1

The children are going to share a joke with the girl who is feeling upset. They find the joke funny.

Scenario 2

The children are making fun of the girl.



Being Me in My World

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



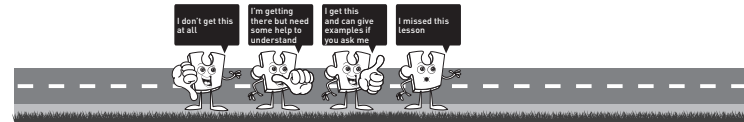
Puzzle 1 - Being Me in My World (Pieces 4-6)

Ages 7-8

Name

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	I understand that my behaviour brings rewards/consequences.				
Piece 5	I can make responsible choices and take action.				
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PSHE Learning Grid



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Being Me in My World
Sample Learning Charter - Ages 7-8

Our Learning Charter

↻ Rights

We have the right to:

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

↻ Responsibilities

We have the responsibility to:

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

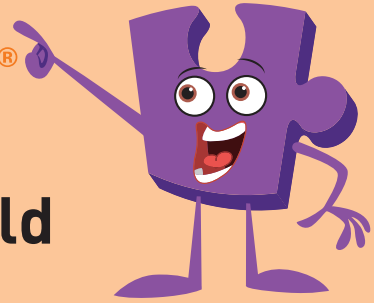
↻ Rewards

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

↻ Consequences

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





Being Me in My World

Well done!



Please feel proud that you have learnt to:



.....

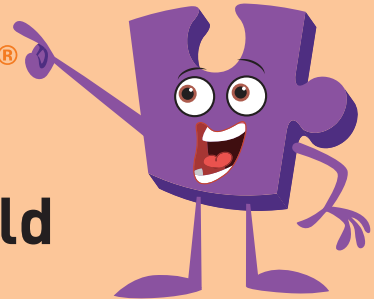
I am especially pleased that you:

.....

I am proud that I can:

.....

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



Being Me in My World

Well done!



Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

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

Exemplification for Ages 7-8 **Being Me in My World** Puzzle

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

WORKING TOWARDS

I would help Sam belong in our class by being a good friend. I would tell Sam that our teacher is there to help us and if we feel worried we can talk to them.

I would invite Sam to join our group at play time.

Ages 7-8 expectation

WORKING AT

I would be kind to Sam so he/she can feel safe in our classroom. If people are unkind that isn't very welcoming and can make people feel scared to come to school.

Our Learning Charter is important because it gives everyone a set of rules to follow so we can learn and play together so we all get along. It is important for Sam to feel valued because he/she is very worried about coming to school for the first time. If we help Sam belong it will help him/her to feel better about coming to school.

WORKING BEYOND

I think the most important part of our Learning Charter is the right to be respected and treated fairly. This is important for Sam because Sam is worried about being made fun of. I would explain to Sam that our Learning Charter is there to stop this from happening. If somebody was unkind to Sam the consequences would be...

In my card to Sam I have said that I understand he/she must be feeling worried about coming to school and not knowing anyone. I have offered to sit next to Sam and play at breaktime so he/she knows they have a friend already.

