

Jigsaw!

The mindful approach to PSHE



Relationships - Ages 8-9

www.jigsawpshe.com

Puzzle 5 - Relationships

Puzzle Map - Ages 8-9



Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta'
 Piece 3: Memory Box

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Jealousy	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Jealousy PowerPoint, 'Situation Cards', Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Love and Loss	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something they love	Jigsaw Chime, 'Calm Me' script, Recommended: Jigsaw in Focus book 'Can You Hear the Sea?' available to purchase inexpensively from www.jigsawpshe.com/online-store , Flipchart prepared with scenarios, Post-it notes, Jigsaw Jaz, Jigsaw Journals, Jigsaw Jaz's memory box (a box filled with items e.g. shell, pine cone, pebbles, photos, other 'precious' objects), My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Memories Puzzle outcome: Memory Box	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Jigsaw Jaz's memory box (from last Piece) Mini whiteboards/ pens (or paper and pens), PowerPoint photo of Tammy, Candle, Paper and pens for creating poems and pictures, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Getting on and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise	Jigsaw Chime, 'Calm Me' script, Mini whiteboards and pens/ or paper and pens, 'Make Friends, Break Friends?' scenario cards, 'Mending Friendships' slide, 'Solve it together' technique slide, Jigsaw Jaz, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Girlfriends and Boyfriends	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, 'Agree' and 'Disagree' labels, PowerPoint slides of boy-friend/girl-friend couples, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Celebrating My Relationships with People and Animals Assessment Opportunity ★	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Squares of strong coloured paper or card 20cm square, A range of collage materials and glue, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.



Subject Leader's Preparation to Lead the Relationships Puzzle

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

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





Puzzle Assembly/Collective Worship: Relationships

Title: Relationships - Song: Relationships

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

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

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

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

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

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

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

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

Thank the chefs for their involvement.

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

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

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

Closing the assembly

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

Relationships Assembly (PowerPoint Slides)

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

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

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

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

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

CHORUS



Relationships Assembly (PowerPoint Slides)





Relationships Assembly (PowerPoint Slides)



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I is for input,
And P is for personal.**

CHORUS

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

(Relationships)

5

9

R is for real, and E is for effort. L is for love, and

12

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

15

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

18

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

20

close to our heart.

24

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

27

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

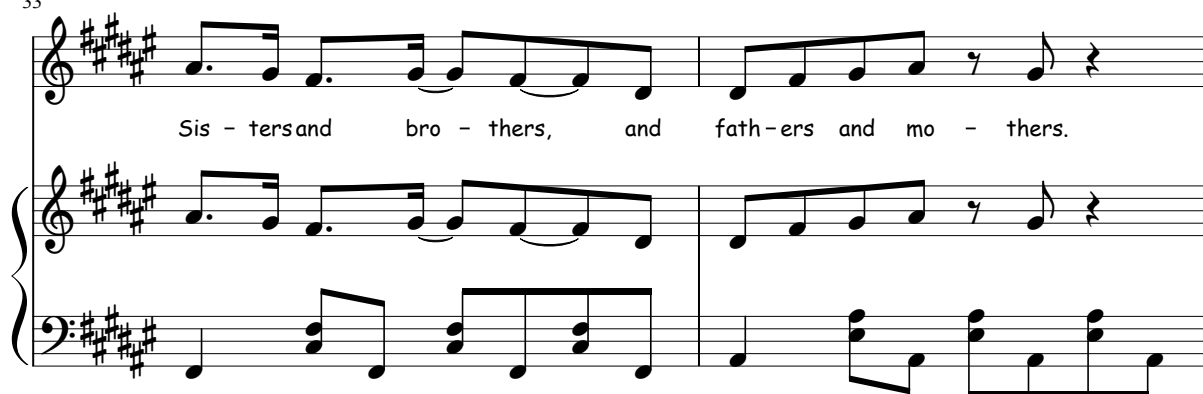
30



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

This block contains the musical notation for measures 30, 31, and 32. It features a vocal line with lyrics and a piano accompaniment. The key signature is three sharps (F#, C#, G#) and the time signature is 3/4. A triplet of eighth notes is marked with a '3' above it in the first measure of each system.

33



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

This block contains the musical notation for measures 33 and 34. It features a vocal line with lyrics and a piano accompaniment. The key signature is three sharps (F#, C#, G#) and the time signature is 3/4.

35



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

This block contains the musical notation for measures 35 and 36. It features a vocal line with lyrics and a piano accompaniment. The key signature is three sharps (F#, C#, G#) and the time signature is 3/4.

38

s is for sec - rets, and

42

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

45

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

48

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

This block contains the musical notation for measures 48 and 49. It features a vocal line with lyrics, a piano accompaniment in the right hand, and a piano accompaniment in the left hand. The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The lyrics are: "love Jem so. Sis - ters and bro - thers, and".

50

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

This block contains the musical notation for measures 50 and 51. It features a vocal line with lyrics, a piano accompaniment in the right hand, and a piano accompaniment in the left hand. The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The lyrics are: "fath - ers and mo - thers. Car - ers take part, they are".

52

close to our heart.

This block contains the musical notation for measures 52 and 53. It features a vocal line with lyrics, a piano accompaniment in the right hand, and a piano accompaniment in the left hand. The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The lyrics are: "close to our heart.".

Weekly Celebration 1

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



Weekly Celebration 2

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



Weekly Celebration 3

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



Puzzle 5

Weekly Celebration 4

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



Puzzle 5

Weekly Celebration 5

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



Weekly Celebration 6

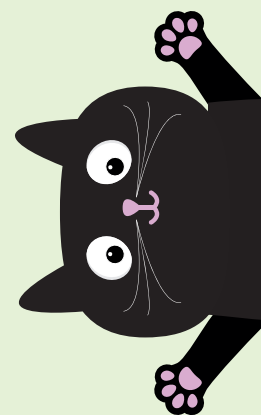
This week we are celebrating people who:
Know and show what makes a good relationship



Class Teacher's Preparation to Lead the Relationships Puzzle with children Ages 8-9

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: All resources in Jigsaw
Laminated Jigsaw Charter
- Piece 2: Recommended: Jigsaw in Focus book 'Can You Hear the Sea?' available to purchase inexpensively at <https://www.jigsawpshe.com/online-store>
Flipcharts prepared with each scenario (see lesson plan)
Post-it notes
Jigsaw Jaz's Memory box (Create a box containing special objects to Jaz e.g. shell, pebbles, countryside objects, photos etc. and think of reasons why Jaz has these items).
- Piece 3: Jigsaw Jaz's Memory Box as in Piece (lesson) 2
Mini whiteboards/pens (or paper and pens)
Candle and something to light it with
Paper and pens for creating poems and pictures
- Piece 4: Mini whiteboards and pens (or paper and pens)
- Piece 5: Make two A4 labels, one saying 'Agree', one saying 'Disagree'
- Piece 6: Strong coloured paper or card cut into 20cm squares
Collage materials
Glue



Additional planning considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 1-3). **Print/copy** enough 'Situation Cards', one set per group.
- Piece 2: In planning for this lesson you will want to think very carefully about any particular sensitivities amongst the children in your class. If necessary, you may wish to speak to a particular child beforehand, to explain the theme of the lesson and ask how they feel about taking part. Look out also for any child who needs a quiet chat afterwards to talk through any issues that may have been stirred up.

This is a vital, though challenging, topic. We owe it to children to help them prepare for the experience of loss in their lives and should not be deterred by the fact that it takes us into areas that may be sensitive for some. It may also, of course, be a difficult topic for you as teacher - be honest and realistic with yourself, and consider postponing this lesson if it happens to come at a time that makes it uncomfortable for you, or any of the children.
- Piece 3: See note above for Piece 2
- Piece 4: **Print/copy**, My Jigsaw Journey sheets (each child needs one that includes Learning Intentions for Pieces 4-6). **Copy/print** 'Make Friends, Break Friends?' scenario cards, enough for one set per pair.
- Piece 6: **Copy/print** enough end of puzzle certificates and complete in advance for each child.

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 8-9 sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks. They may wish to also organise this lesson so that the Tell me or show me/ Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 8-9

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

Jigsaw and Tracking Software

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

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

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

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

Please email office@janleverage.com

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





Ages 8-9

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 1 Being Me in My World		<p>I can tell you why my school is a community and some of the different roles people have in it.</p> <p>I can say how it feels to be part of a positive school community and to be listened to.</p>	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can problem-solve and offer different solutions to help my team/ class/ school be more democratic.</p> <p>I can justify why being in a democracy helps people feel valued and is fair.</p>	
Puzzle 2 Celebrating Difference		<p>I can tell you about my first impressions of someone.</p> <p>I can give a reason why sometimes people don't tell about a bullying situation.</p> <p>I can say why it is good to try to get to know someone before making judgements about them.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>I can explain how first impressions can be misleading.</p> <p>I can also appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.</p> <p>I can explain how I form opinions about myself and other people and what might influence me about that.</p>	
Puzzle 3 Dreams & Goals		<p>I know that sometimes things can go wrong and can tell you why it is good to try again.</p> <p>I know how it feels to be disappointed and can tell you ways to stay positive.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.</p> <p>I can explain why being resilient /having a positive attitude contributes to having greater chance of success.</p>	
Puzzle 4 Healthy Me		<p>I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me.</p> <p>I can say how it feels when someone else is pushing me to do something.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.</p>	



	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 5 Relationships		<p>I can tell you some different ways that I can show love for special people and animals.</p> <p>I can tell you how it might feel to miss a special person or animal.</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can give reasons why people may experience a range of feelings associated with personal loss.</p> <p>I can offer and evaluate solutions to help manage personal loss.</p>	
Puzzle 6 Changing Me		<p>I can tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation).</p> <p>I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this.</p> <p>I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.</p>	



General Exemplification Guidance for teachers to assess children’s work

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

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

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

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

Teacher Feedback to Pupils

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

For example:

You participated actively in this lesson.

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

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

Puzzle 5: Relationships - Ages 8-9 - Piece 1

Jealousy	
<p>Puzzle 5 Outcome Our Relationships Fiesta</p>	<p>Please teach me to... recognise situations which can cause jealousy in relationships identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</p>
<p>Resources Laminated Jigsaw Charter Jigsaw Chime 'Calm Me' script Jigsaw Jaz Jigsaw Jerrie Cat Jealousy PowerPoint 'Situation Cards' Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary Relationship Close Jealousy Problem-solve Emotions Positive Negative</p>



<p>Teaching and Learning</p> <p>Note Please ensure you are familiar with the Jigsaw Approach, prior to teaching this Puzzle (unit). The Jigsaw Approach is the introductory chapter that can be found at the start of each set of Year Group materials.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated display copy.</p> <p>Connect us In a circle, children pass an object e.g. a ball or Jigsaw Jaz, to their neighbour without using their hands or arms. In pairs ask the children to discuss how a friendship/relationship can change. Give 2 minutes thinking time and then pass Jigsaw Jaz around the circle to share ideas.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Slides 1-3: Show the children the photos in the 'Jealousy PowerPoint' and ask them to briefly discuss in their pairs what they think is going on in each picture, and how the people are feeling. Can they work out a connection between all three images? As a whole class, discuss their ideas and draw out that the connection is jealous behavior. Ask the children if they know what jealousy is and how it can feel. Explain that jealousy is a common emotion but an unhelpful one. We can all experience it about people and things.</p>	<p>Ask me this...</p> <p>Do relationships always stay the same? In what ways can relationships change?</p> <p>Are you focused, calm and ready to learn?</p> <p>What do think is happening in the photos? What emotions do you think the people in the photos are feeling? Are the emotions positive or negative? What is being jealous and how does it feel?</p>
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Tell me or show me

Share the 'Situation cards' with the children and explain they are going to sort them into two piles:

- 1) Situations that could cause a lot of jealous feelings
- 2) Situations that could cause fewer jealous feelings

Divide the class into groups and give each group a set of cards to sort.

When completed, discuss the differences in the groups' decisions and the reasons why they sorted the cards as they did.

Discuss what causes jealousy and that it can stem from:

- A desire to have what someone else has
- Feeling threatened that we will lose something
- Feeling unhappy with our life and comparing with someone else
- Feeling that we deserve something and it's unfair if we can't have it

Explain that jealousy can be damaging to relationships because the person who is feeling jealous can behave unhelpfully towards the other person/people, or even towards themselves. It can often result in anger or anxiety. Referring to the scenarios, ask the children if they can suggest some examples to illustrate this type of behaviour, and any possible consequences of this. e.g. in the prom scenario, Harper might start acting cruelly towards Shania, and it could end up in a bullying situation.

Let me learn

Allocate one of the scenarios to each group. Set the groups a challenge to problem-solve the situation on their card. Can they suggest a way forward so the situation can be resolved? Is there a way to manage the jealousy so it doesn't result in unhelpful behaviour?

Give each group a few minutes discussion time, then ask for feedback.

Make a list of the children's strategies on the board. Ensure the following have been suggested (by you or them) in the list:

- Don't keep the feelings bottled up inside, talk to someone about how you are feeling.
- Try not to 'blame' the other person/people. It may not be their fault and they may not have done anything deliberately.
- Problem-solve using the 'Mending Friendships/ Solve it together' ideas in Jigsaw (they will learn about this again in the next few lessons if they have forgotten).
- Look at the situation and ask if it is true or fake e.g. social media doesn't always show the 'real' picture because people can choose what and what not to post. Some people alter their photos etc.
- Try not to compare, you are being unfair to yourself.
- Use your Calm Me breathing to calm your thoughts and feelings down before assessing the situation.
- It might be something that you can't change, so move on and try not to worry about it.

Help me reflect

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



Relationships

Calm Me Script - Ages 8-9 - Piece 1

In the Relationships Puzzle in our Jigsaw work we are thinking about how other people impact on us and how we impact on them. We know that relationships are important to us at home and at school. We have relationships in our families, in our classes and outside of school. In school we have many different types of relationships, with best friends, classmates, lunchtime supervisors, teachers, etc., and then we know there are people we get on better with than others, people we are a better fit with than others.

In our 'Calm Me' time in this Puzzle we are going to use our breathing to help calm our bodies and minds, and then help our minds think more deeply than usual, in the quietness we create, about our relationships.

Would someone like to sound the chime to signal the start of Calm Me Time?

When you hear the chime listen until you can no longer hear the sound and then let your mind stay in the quietness, in the stillness.

(Strike chime once more)

Focus on your breathing, breathing in and noticing your breath entering your body through the nose, and travelling all the way to your lungs. Hold the moment just before the breath changes direction and starts its outward journey.....then help your mind to follow the path of your breath all the way out, through the windpipe and out through the mouth.

Repeat this several times without me talking...you may like to use our 4/6 breathing pattern....breathing in while you silently count to 4 1..2..3..4 and out while you silently count to 6 1..2..3..4..5..6

These breaths are at your own pace....in.....out.....

Feeling relaxed and calm..... "I feel relaxed and calm and appreciate all the people in my life I have positive relationships with..."

Just let your mind think about some people you are glad you have relationships with and feel a sense of appreciation that you know these people.

Now watch yourself take a few more calming breathsand then, when you feel ready, bring your awareness back to the room in the present moment, here and now....



Relationships

Jealousy PowerPoint Slides 1-3 - Ages 8-9 - Piece 1



Relationships

Situation Cards - Ages 8-9 - Piece 1

Harper wants to go to the school prom with Franky, but Franky has asked Shania.

Zola wants an iPhone. Her older sister has just been given one by their parents.

Jake has studied hard for a test in school. Zac beat him by three marks.

Tonia is always fashionable. Sugi wants to be the same but can't afford the clothes.

Marcus is popular and has a big friendship group. Ahmed wishes he could be the same.

Grace is going to Disney World for her holiday. Jamie isn't going on holiday this year.

Amy usually plays with Becky, but today she wants to play with a different friend.

Olivia always looks good in her selfies. Emily hates taking selfies of herself because she thinks she looks fat.

Jackson is always posting pictures on social media that show him hanging out with a group of cool friends. Caden wishes he could have cool friends to hang out with too.

Mia has a new dog at home. Grayson lives in a flat where pets are not allowed.



Relationships

PowerPoint Slide 4: My Jigsaw Journey - Ages 8-9 - Piece 1


My Jigsaw Journey
Puzzle 5 - Relationships (Pieces 1-3) Ages 8-9

Name:

					TINT BOX - To improve next time L...
Piece 1	I can recognise situations which can cause jealousy in relationships.				
	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.				
Piece 2	I can identify someone I love and can express why they are special to me.				
	I know how most people feel when they lose someone or something they love.				
Piece 3	I can tell you about someone I know that I no longer see.				
	I understand that we can remember people even if we no longer see them.				



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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Calm me

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

Open my mind/Tell me or show me

OPTION 1 Read the Jigsaw In Focus book 'Can You Hear the Sea?' which deals with two children's journey through the grief cycle. (One is an asylum seeker, and the other loses his father). This can be purchased inexpensively from the Jigsaw online store




www.jigsawpshe.com/online-store This has been specially written and illustrated to fit within the Jigsaw scheme and to support children in managing and understanding the grief cycle.

If you do not have a copy of this book, there are alternatives that you may have in school such as 'Badger's Parting Gifts' by Susan Varley or 'Goodbye Mousie' by Robie H. Harris.

After the story, explain that when we lose special people, pets and things in our lives we experience lots of different feelings. This is normal. Loss is a fact of life - sooner or later we will all have times when someone close dies or leaves us, or there is a big change in our lives, like moving away. Discuss with the children that the reason loss can be hard is because we love and value the people around us and the thing, person or place we have lost and losing someone special hurts us and can make us feel vulnerable or unsure/insecure. Invite the children to suggest the things we can do and say day-by-day to make sure our special people know they are important to us.

OPTION 2 Use this time to explain that when we lose special people, pets and things in our lives the feelings we get are normal. Loss is a fact of life - sooner or later we will all have times when someone close dies or leaves us, or there is a big change in our lives, like moving away. Discuss with the children that the reason loss can be hard is because we love and value the people around us and the thing, person or place we have lost and losing someone special hurts us and can make us feel vulnerable or unsure/insecure. Invite the children to suggest the things we can do and say day-by-day to make sure our special people know they are important to us.

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Ask the children to stop and pause for 30 seconds and focus their minds on their thoughts and feelings right now. They don't have to share these, they are special and private thoughts.

Does your mind feel calm and ready to learn?

What feelings might people experience when they lose someone close to them?

How can people manage these feelings?

How can you show you value the special people in your life?

Let me learn

On six pieces of already prepared flipchart, have the following loss situations written in a bubble in the middle:

- 1) You have to move to a new school and leave your best friend behind
- 2) A pet dies
- 3) A grandparent dies
- 4) You lose a special object that was given to you
- 5) You lose a special piece of work that you have spent a long time doing
- 6) You lose your place in a sports team

In groups ask the children to list all the different feelings they might feel in that situation and to write each feeling onto a post it and stick them onto the flipchart.

Then ask the children to see if they can put their feelings in order of what they might feel first to what they might feel last. (If you have used the Jigsaw In Focus book 'Can You Hear the Sea?' you can prompt the children to try to remember the order of feelings the children experienced in the story).

Explain to the children that the 'loss' or 'grief' cycle of feelings usually follows the same pattern of:

- denial (not believing it's happened)
- feeling angry
- bargaining (e.g. wishing things could be back how they were)
- depression/ sadness
- acceptance (e.g. remembering the good things about the thing or person we lost)

Show Jigsaw Jaz's memory box and all the things inside it. Explain that Jaz has made this box and keeps special things inside it to remember people, pets and places. In the next Piece (lesson) we will think more about how we can keep good memories to help us cope with loss. If you have used the book, 'Can You Hear the Sea?' you can reference the seashells the children both have in the story as a 'memory object'.

Help me reflect

Slide 2: As in previous lessons share the learning intentions of this Piece (lesson) with the children and ask them to complete the relevant section of My Jigsaw Journey. Use the associated PowerPoint slide if the children need this to be modelled.

Lighten the atmosphere by playing one of the children's favourite Connect us games to lift the mood after discussions about grief

Is there a change in the feelings you might feel?

How do they change?

What is the hardest feeling to deal with?

Notes

Be sure to help children understand that all emotions/feelings are temporary, even the most sad and painful ones. When we lose someone special to us, sadness might always be with us, but it changes over time and we learn to cope with it.



Relationships

Calm Me Script - Ages 8-9 - Piece 2

In the Relationships Puzzle in our Jigsaw work we are thinking about how other people impact on us and how we impact on them. We know that relationships are important to us at home and at school. We have relationships in our families, in our classes and outside of school. In school we have many different types of relationships, with best friends, classmates, lunchtime supervisors, teachers, etc., and then we know there are people we get on better with than others, people we are a better fit with than others.

In our 'Calm Me' time in this Puzzle we are going to use our breathing to help calm our bodies and minds, and then help our minds think more deeply than usual, in the quietness we create, about our relationships.

Would someone like to sound the chime to signal the start of Calm Me Time?

When you hear the chime listen until you can no longer hear the sound and then let your mind stay in the quietness, in the stillness.

(Strike chime once more)

Focus on your breathing, breathing in and noticing your breath entering your body through the nose, and travelling all the way to your lungs. Hold the moment just before the breath changes direction and starts its outward journey.....then help your mind to follow the path of your breath all the way out, through the windpipe and out through the mouth.

Repeat this several times without me talking...you may like to use our 4/6 breathing pattern....breathing in while you silently count to 4 1..2..3..4 and out while you silently count to 6 1..2..3..4..5..6

These breaths are at your own pace....in.....out.....

Feeling relaxed and calm..... "I feel relaxed and calm and appreciate all the people in my life I have positive relationships with..."

Just let your mind think about some people you are glad you have relationships with and feel a sense of appreciation that you know these people.

Now watch yourself take a few more calming breathsand then, when you feel ready, bring your awareness back to the room in the present moment, here and now....





Relationships

Jerrie Cat PowerPoint Slide 1 - Ages 8-9 - Piece 2





Relationships

PowerPoint Slide 2: My Jigsaw Journey - Ages 8-9 - Piece 2



My Jigsaw Journey



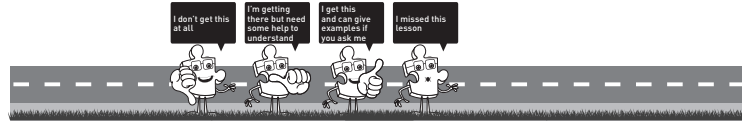
Puzzle 5 - Relationships (Pieces 1-3)

Ages 8-9

Name

TINT BOX - To improve next time L...

PPT 316ed v06/07 ©	Piece 1	I can recognise situations which can cause jealousy in relationships.							
		I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.							
	Piece 2	I can identify someone I love and can express why they are special to me.							
		I know how most people feel when they lose someone or something they love.							
	Piece 3	I can tell you about someone I know that I no longer see.							
		I understand that we can remember people even if we no longer see them.							



Connect us

In a circle, children pass Jigsaw Jaz around the circle behind their backs or without using their hands or arms.

Calm me

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

Open my mind

In pairs, ask the children to think of something they have at home that is a reminder of a special event: perhaps a holiday, trip or visit, or a special experience of some kind. The reminder could be a photograph or a souvenir object, item of clothing, etc.

With the class sitting in a circle and using Jigsaw Jaz as the 'speaking object', start off with an example of your own then pass Jaz around the circle allowing each child to say what their object is and what it reminds them of. Explain that we like to remember both occasions and people that have been special to us, and photos, souvenirs and mementos help us to do this.

Tell me or show me

Slide 1: In small groups, children list and write down on mini-whiteboards (or on paper), as many reasons why they might not see a person they once knew e.g. family members who live abroad, friends who moved away, people who have died, family members falling out and splitting up, etc. After a couple of minutes share the examples the children have thought of.

Bring out Jigsaw Jaz's memory box and ask the children if they can remember some of the items in it. Can they remember what the box is for?

Show the picture of Tammy.

Explain that Jaz is feeling sad today because one of Jaz's friends has lost a very special pet dog called "Tammy". Explain that Tammy was very old and had a wonderful life, and she died of old age. Tammy used to enjoy playing by the seaside and going for long walks with her owner. Jaz wants to remember Tammy by putting something special in the memory box, and would like to ask the children to help with this.

What kind of objects do we use to help us remember special occasions or experiences?

What might be a reason for no longer seeing someone?

Who can you think of that you once knew but don't see now?

How can we remember those people?

How can we remember people and animals that we no longer see?

Why do we remember them?

What memories do you want to keep of someone you don't see now?

How has that person or animal been special to you?

Let me learn

Form the children into small groups and give them the special challenge to create something to put inside Jaz's memory box to remember Tammy.

This could be a picture or a poem, or maybe something special to Tammy e.g. her favourite toy/collar.

All of the children in the group need to take part.

When the children have completed their challenge, bring the groups together and light a candle to start the sharing and celebration of work for Tammy. Invite each group to share what they have done and put it into Jaz's memory box.

Tell everyone that although Jaz and Tammy's owner are feeling sad today, they are now also able to remember all the special things about Tammy, so she will always be close to them. Thank the children for their contributions and making this happen.

Remind the children that if they ever lose a special person or animal, making a memory box can help. They can go to it whenever they are feeling sad to remember all the good times with that special person.

Jaz's memory box can be used as the class contribution to the End of Puzzle outcome as agreed with your Jigsaw subject lead prior to the start of this Puzzle (unit or work).

Help me reflect

Slide 2: As in previous lessons share the learning intentions of this (Piece) lesson with the children and ask them to complete the relevant section of My Jigsaw Journey. Use the associated PowerPoint slide if the children need this to be modelled.

Lighten the atmosphere by playing one of the children's favourite Connect us games to lift the mood after discussions about grief.

Notes

Relationships

Calm Me Script - Ages 8-9 - Piece 3

In the Relationships Puzzle in our Jigsaw work we are thinking about how other people impact on us and how we impact on them. We know that relationships are important to us at home and at school. We have relationships in our families, in our classes and outside of school. In school we have many different types of relationships, with best friends, classmates, lunchtime supervisors, teachers, etc., and then we know there are people we get on better with than others, people we are a better fit with than others.

In our 'Calm Me' time in this Puzzle we are going to use our breathing to help calm our bodies and minds, and then help our minds think more deeply than usual, in the quietness we create, about our relationships.

Would someone like to strike the chime to signal the start of 'Calm Me' time?

When you hear the chime listen until you can no longer hear the sound and then let your mind stay in the quietness, in the stillness.

(Strike chime once more)

Focus on your breathing, breathing in and noticing your breath entering your body and travelling all the way to your lungs. Hold the moment just before the breath changes direction and starts its outward journey.....then help your mind to follow the path of your breath all the way out, through the windpipe and out through the nose.

Repeat this several times without me talking...you may like to use our 4/6 breathing pattern....breathing in while you silently count to 4 1..2..3..4 and out while you silently count to 6 1..2..3..4..5..6.

These breaths are at your own pace... in... out...

Feeling relaxed and calm... "I feel relaxed and calm and appreciate all the people in my life I have relationships with..."

Just let your mind think about a person you find it easy to get on with and build a picture of them... be aware of the feelings you can sense in your body when you think about that person... relaxed, warm... and let yourself appreciate that person. "I feel glad you are in my life".

Breathe a few breaths as you feel that appreciation and gratitude.

Now stay relaxed and calm while you ask your mind to think about one person you find it trickier to get on with and notice what feelings you are feeling, how your body is...

Can you learn anything from this person, can you think of a way to make it easier to get on with this person? Can you feel a sense of appreciation that you know this person?

Now watch yourself take a few more calming breaths... and then, when you feel ready, bring your mind and body back to the room in the present moment, here and now....



Relationships

Tammy PowerPoint Slide 1 - Ages 8-9 - Piece 3





Relationships

PowerPoint Slide 2: My Jigsaw Journey - Ages 8-9 - Piece 3

My Jigsaw Journey

Jigsaw

Ages 8-9

Puzzle 5 - Relationships (Pieces 1-3)

Name: _____

	Learning Objective					TINT BOX - To improve next time L...
Piece 1	I can recognise situations which can cause jealousy in relationships.					
	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.					
Piece 2	I can identify someone I love and can express why they are special to me.					
	I know how most people feel when they lose someone or something they love.					
Piece 3	I can tell you about someone I know that I no longer see.					
	I understand that we can remember people even if we no longer see them.					

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 5: Relationships - Ages 8-9 - Piece 4

Getting On and Falling Out	
<p>Puzzle 5 Outcome Our Relationships Fiesta</p>	<p>Please teach me to... recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends know how to stand up for myself and how to negotiate and compromise</p>
<p>Resources Jigsaw Chime 'Calm Me' script Mini whiteboards and pens/ or paper and pens 'Make Friends, Break Friends?' scenario cards 'Mending Friendships' slide 'Solve it together' technique slide Jigsaw Jaz Jigsaw Jerrie Cat Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy</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 'Mix it up'. Challenge the children to rearrange themselves in order of their birthdays (or shoe size, or alphabetical order of their last names etc.).</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind With the class sitting in a circle, and using Jigsaw Jaz as the 'talking object', ask the children to complete the sentence... 'A friend is someone who can...' Before starting the round, give a short amount of thinking time in pairs, and point out that the sentence could end with a positive or negative as friends don't always get on.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>What are the positive things about having friends? Are there any negative things about friendships?</p>



Tell me or show me

Slides 1-3: Explain that changes in friendship is a normal part of life, and as we get older our friendship groups can change. The teacher could exemplify this by sharing some personal examples e.g. a best friend at secondary school they no longer are in contact with, a best friend in college who they are still very close to etc.

In small groups, ask the children to discuss ways in which friendships can change or end, and ask them to list these on a mini whiteboard or a piece of paper. Give 2 minutes discussion time then collect the suggested reasons and compile a class list.

Then looking at the list, consider:

- Which of these is where we should we make an effort to save a friendship?
- Can you say to someone 'I want to end our friendship' without hurting their feelings?
- Can you break friends but remain friendly?

Remind the children of the 'Solve it together' technique or the 'Mending friendships' process by talking through the relevant slide. Choose which technique is suitable for your class, or if time allows share both.

Use the following scenario and go through the process, asking children to suggest what needs to happen at each step.

'You have a friend that you often play video games with. There's one game your friend is really good at and always wins. A couple of days ago you managed to beat them for the first time. You posted a message on the game's forum that read 'Eat that losers!'. The next day your friend was sulky and bad tempered about it. It turned into a big argument and you haven't spoken since. You'd like to be friends again but don't know how.'

Let me learn

With the children in pairs, give each pair one of the 'Make Friends, Break Friends?' scenarios - one child has card A and the other card B. When they have read their cards, they should get together and talk through the situation in role as the characters given to them on the cards. Encourage them to enter into the situation and imagine how they might really feel, and to see whether they think they can and should keep this friendship going. Is it a problem that can be resolved or is the friendship going to break up? Encourage the children to use the 'Solve it together' or the 'Mending Friendships' technique.

Bring the children back into the class circle and invite as many pairs as you have time for to present their discussion.

In the resulting discussion, draw out where the scenarios have included:

- A breach of trust
- A breach of loyalty
- Anger
- Feeling betrayed
- Good empathy between the pairs
- Good negotiating skills
- An effective compromise

Finish by investigating how many of the pairs think the friendship in their scenario should continue and how many think it will have to end. If friendships end, does it have to be on bad terms or can it be an amicable agreement?

Help me reflect

Slide 4: Share the learning intentions from this Piece (lesson) with the children and ask them to assess their learning and record this on the My Jigsaw Journey resource as before.

Notes

Ensure children are clear that sometimes it is the right thing for a relationship to end but if they want to end a friendship, they need to do it honestly and kindly.

Relationships

Calm Me Script - Ages 8-9 - Piece 4

In the Relationships Puzzle in our Jigsaw work we are thinking about how other people impact on us and how we impact on them. We know that relationships are important to us at home and at school. We have relationships in our families, in our classes and outside of school. In school we have many different types of relationships, with best friends, classmates, lunchtime supervisors, teachers, etc., and then we know there are people we get on better with than others, people we are a better fit with than others.

In our 'Calm Me' time in this Puzzle we are going to use our breathing to help calm our bodies and minds, and then help our minds think more deeply than usual, in the quietness we create, about our relationships.

Let's sit back in our chairs with both feet flat on the floor and close our eyes to get ready for Calm Me.

Would someone like to strike the chime to signal the start of 'Calm Me' time?

When you hear the chime, listen until you can no longer hear the sound and then let your mind stay in the quietness, in the stillness.

(Strike chime once more)

Focus on your breathing, breathing in and noticing your breath entering your body and travelling all the way to your lungs. Hold the moment just before the breath changes direction and starts its outward journey... then help your mind to follow the path of your breath all the way out, through the windpipe and out through the mouth.

Repeat this several times without me talking...you may like to use our 4/6 breathing pattern... breathing in while you silently count to 4 1..2..3..4 and out while you silently count to 6 1..2..3..4..5..6.

These breaths are at your own pace... in... out...

Feeling relaxed and calm... "I feel relaxed and calm and appreciate all the people in my life I have relationships with..."

Just let your mind think about a person you find it easy to get on with and build a picture of them...be aware of the feelings you can sense in your body when you think about that person...relaxed, warm..... and let yourself appreciate that person. "I feel glad you are in my life".

Breathe a few breaths as you feel that appreciation and gratitude.

Now stay relaxed and calm while you ask your mind to think about one person you find it trickier to get on with and notice what feelings you are feeling, how your body is...

Can you learn anything from this person, can you think of a way to make it easier to get on with this person? Can you feel a sense of appreciation that you know this person?

Now watch yourself take a few more calming breaths... and then, when you can no longer hear the chime, bring your awareness back to the room in the present moment, here and now...





Relationships

'Make Friends, Breaks Friends? Scenarios - Ages 8-9 - Piece 4

Make Friends, Break Friends?

1a) You have a friend who you have known ever since you went to playgroup together. You have always got on well together but as you've become older you have found it difficult because your friend always wants to play outdoors, doing active, sporty, sometimes risky things. You'd rather play quieter games, you love reading and you enjoy making and building things. You try to keep up with your friend but you're afraid this friendship is not really allowing you to be yourself.

Make Friends, Break Friends?

1b) You have a friend who you have known ever since you went to playgroup together. You have always got on well together but as you've become older you have found it difficult because your friend has become a bit boring. You've always liked getting out and doing exciting stuff together but nowadays your friend seems to have changed. He/she often wants to do boring things indoors which you don't enjoy. You can still have a laugh together but you do wish you could persuade your friend to do some of the things that you like doing.

Make Friends, Break Friends?

2a) You have two best friends and have known them for a long time. You've always hung around together in a three. Just lately one of your friends has been spending time with a different group that you don't get on with. You talked to your other friend about it and you both said some unkind things about the situation. Now you feel completely let down because both your friends have been sending messages that say you have been talking about them behind their backs.

Make Friends, Break Friends?

2b) You have two best friends and have known them for a long time. You've always hung around together in a three. Just lately one of your friends has been spending time with a different group. Your other friend doesn't like the situation and has been saying some really unkind things. Even though you went along with it to try and stay friends with everyone, you feel bad about some of the things that were said. You think it's only right that everyone knows what's going on, so you messaged everyone about it.

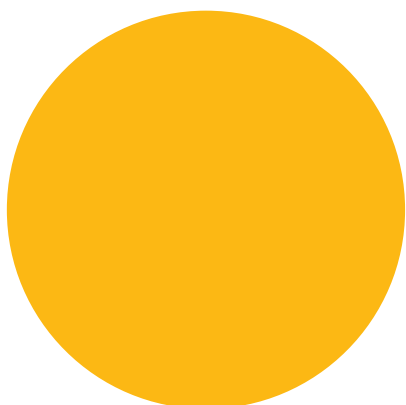
Mending Friendships



Stop

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

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



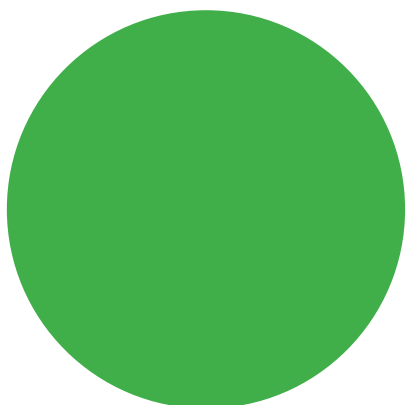
Get Ready

Look at each other's point of view.

Listen to how the other person sees it.

Talk calmly about how you see it.

Work out what's gone wrong.



Mend The Friendship

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

Agree how to put it right.

Do something fun together.

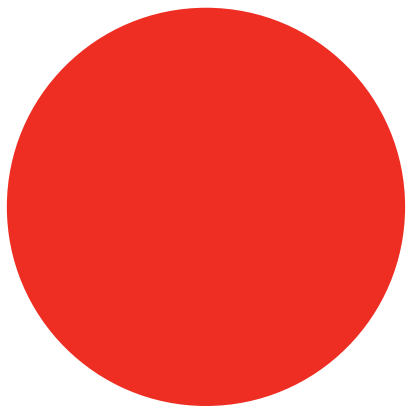
Have a special 'make friends' sign, gesture or phrase (touch little fingers, say "make friends, make friends...").

Relationships

Mending Friendships Resource Sheet - Ages 8-9 - Piece 4

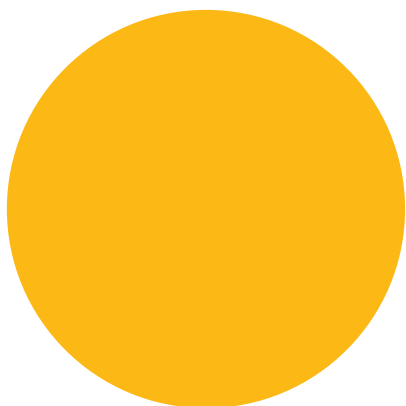
Mending Friendships

A reason why friends might fall out is...



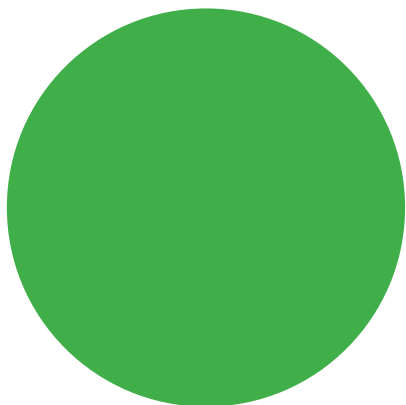
Stop

You could say...



Get Ready

You could say...




Mend The Friendship

You could say...

Relationships

Solve it Together PowerPoint Slides 2-3 - Ages 8-9 - Piece 4

Slide 2




'Solve it together' Technique

Step 1 - 'Solve it together' code


Each person needs to agree to

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




Step 2 - Hearing both sides of the problem

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



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Slide 3



Step 3 - Sharing feelings


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

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



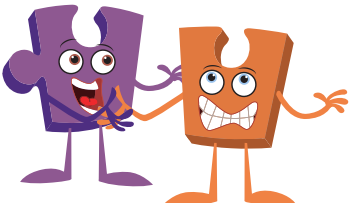
Step 4 - Finding solutions

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



Step 5 - The agreement

The children choose a solution and shake hands.



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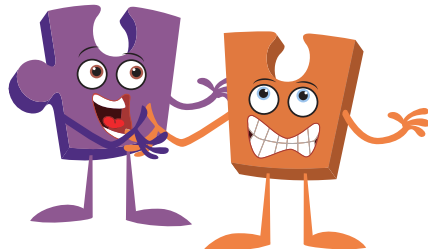
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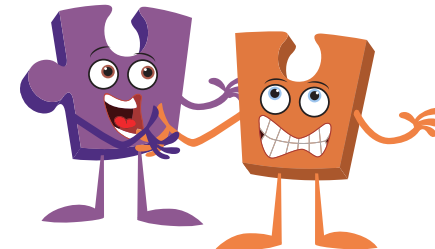
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Relationships

PowerPoint Slide 4: My Jigsaw Journey - Ages 8-9 - Piece 4



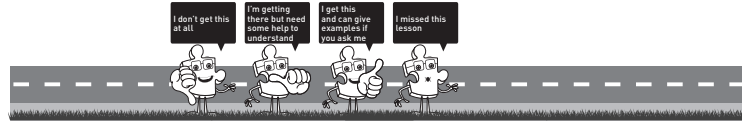
Puzzle 5 - Relationships (Pieces 4-6)

Ages 8-9

Name

					TINT BOX - To improve next time L...
Piece 4	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.				
	I know how to stand up for myself and how to negotiate and compromise.				
Piece 5	I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.				
	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend.				
Piece 6	I know how to show love and appreciation to the people and animals who are special to me.				
	I can love and be loved.				

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Open my mind

Create space for a continuum across the classroom, with labels saying 'Agree' and 'Disagree' at either end. Tell the children you are going to read out a number of statements and for each one they should go and stand somewhere on an imaginary line between the two extremes, according to their personal opinion about the statement. Encourage them not to be influenced by where other people stand and to follow their own opinions. Once the children have placed themselves in response to each statement ask one or two to explain why they are standing where they are. Explore reasons for differences of opinion and attitude before moving on to the next statement.

Use any of the following statements or similar ones of your own:

- Age 9 is too young to have a boyfriend or girlfriend
- Having a boyfriend or girlfriend is just like any other friendship
- All the romantic bits in films and TV programmes are just boring
- If you can say you're going out with someone your friends will be impressed
- The idea of kissing a boy or girl is disgusting
- A boyfriend or girlfriend has to be a member of the opposite sex
- A boyfriend or girlfriend has to be someone of your own age
- If you haven't had a boyfriend or girlfriend by the time you're 13 you'd feel like a bit of a loser

Tell me or show me

Slides 1-10: Show the PowerPoint slides of boyfriend/girlfriend couples.

What does having a boyfriend or girlfriend mean? How is it different to being friends?

Give children a few minutes to talk about this in their talking partners and to feed back to the class.

Can the class reach any conclusions?

How would you know that two people are a 'couple'? Could you tell from their behaviour and body language? Compile a class list and write these on the board or a piece of flip chart. .g. going out to the movies together, holding hands, kissing, etc.

Let me learn

In small discussion groups, ask the children to look at the list and talk about which of these behaviours is appropriate or inappropriate for children of their age.

Repeat the exercise but with over 16's in mind.

In the resulting discussion explore with the children that having a boyfriend or a girlfriend is not a thing to do to look cool or to be popular. Discuss that it is a special relationship between two people, and when they are older, they will know when it is the right for them to start having a romantic relationship. That time may not be the same for everyone because it is a personal choice.

Also explain that there are laws about the age that two people can get married (18 in the UK or 16 with parents' consent). (International schools will need to cite their own legislation here). Ask the children why they think this is? Draw out that the age limit is there so that people are mature and responsible enough before they enter into a romantic life partnership with one another. Emphasise strongly the absolute need for both people to show and to expect complete respect for each other's feelings and choices when making a romantic commitment to each other.

Help me reflect

Slide 11: Share the learning intentions from this Piece (lesson) with the children and ask them to assess their learning and record this on the My Jigsaw Journey resource as before.

Why did you place yourself in that position?
What are the reasons behind your choice?

Notes

Certificates

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



Relationships

Calm Me Script - Ages 8-9 - Piece 5

In the Relationships Puzzle in our Jigsaw work we are thinking about how other people impact on us and how we impact on them. We know that relationships are important to us at home and at school. We have relationships in our families, in our classes and outside of school. In school we have many different types of relationships, with best friends, classmates, lunchtime supervisors, teachers, etc., and then we know there are people we get on better with than others, people we are a better fit with than others.

In our 'Calm Me' time in this Puzzle we are going to use our breathing to help calm our bodies and minds, and then help our minds think more deeply than usual, in the quietness we create, about our relationships.

So, let's get ready for Calm Me by sitting back in our chairs, both feet flat on the floor and nice straight backs. Close your eyes if you are comfortable to.

Would someone like to strike the chime to signal the start of 'Calm Me' time?

When you hear the chime listen until you can no longer hear the sound and then let your mind stay in the quietness, in the stillness.

Focus on your breathing, breathing in and noticing your breath entering your body and travelling all the way to your lungs. Try to trace the path of your breath with your mind. Hold the moment just before the breath changes direction and starts its outward journey.....then help your mind to follow the path of your breath all the way out, through the windpipe and out through the mouth.

Repeat this several times without me talking... you may like to use our 4/6 breathing pattern... breathing in while you silently count to 4 1..2..3..4 and out while you silently count to 6 1..2..3..4..5..6.

These breaths are at your own pace... in... out...

Feeling relaxed and calm... "I feel relaxed and calm and appreciate all the people in my life I have positive relationships with..."

Just let your mind think about a person you find it easy to get on with and build a picture of them...be aware of the feelings you can sense in your body when you think about that person... relaxed, warm... and let yourself appreciate that person. "I feel glad you are in my life".

Breathe a few breaths as you feel that appreciation and gratitude.

Now stay relaxed and calm while you ask your mind to think about the relationship you have with YOU... Do you like yourself? How does your body feel when you think about yourself? Do you believe you are a very special human being?

Can you feel a sense of appreciation that you are who you are? Feel glad to be you?

Give yourself a silent compliment as you see yourself in your mind, and hear yourself say "I am OK."

Now watch yourself take a few more calming breaths... and then, when you can no longer hear the chime, bring your awareness back to the room in the present moment, here and now.



Relationships

Boyfriend/Girlfriend PowerPoint Slides 1-10 - Ages 8-9 - Piece 5



Relationships

Boyfriend/Girlfriend PowerPoint Slides 1-10 - Ages 8-9 - Piece 5





Relationships

PowerPoint Slide 11: My Jigsaw Journey - Ages 8-9 - Piece 5



Puzzle 5 - Relationships (Pieces 4-6)

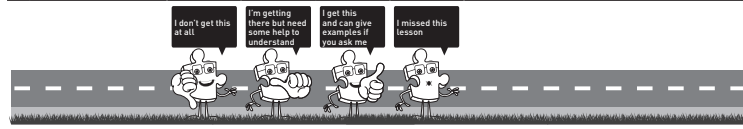
Ages 8-9

Name

TINT BOX - To improve next time L...

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Piece 4	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.				
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	I can love and be loved.					



Puzzle 5: Relationships - Ages 8-9 - Piece 6

Celebrating My Relationships with People and Animals

<p>Puzzle 5 Outcome Our Relationships Fiesta</p>	<p>Please teach me to... know how to show love and appreciation to the people and animals who are special to me know that I can love and be loved</p>
--	--

<p>Resources Jigsaw Jaz Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Squares of strong coloured paper or card 20cm square A range of collage materials and glue Jigsaw Journals My Jigsaw Journey Certificates</p>	<p>Vocabulary Special Love Appreciation Symbol Care</p>
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<p>Teaching and Learning Note Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals. As a result, teachers may wish to consider giving this lesson slightly more curriculum time, and/or choose to do the Tell me or show me/Let me learn part of the lesson with the teacher(s) working with each group in turn.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Play the appreciation game. Every one walks around the classroom space. The teacher then calls out an instruction for the children to fulfil and then they continue to move around the room until the next instruction is given e.g. <ul style="list-style-type: none"> • Shake hands with someone in the room who you don't normally play with at breaktime • Smile at someone who has the same eye colour as you • High five someone who is a good friend to you • Say thank you to someone who has helped you recently Sitting back in a circle pass ask the children in talking partners to think about how they show appreciation to people in their families that are special to them and how they show appreciation to special animals. Use Jigsaw Jaz as the talking object to share some of the ideas.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p>Ask me this...</p> <p>How do you show love and appreciation to those you love? How do they show love and appreciation to you?</p> <p>Does your mind feel calm and ready to learn?</p>
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Open my mind

Ask the children to think about someone, or a pet who is special to them and hold them in their mind without saying who. Then ask the children, still thinking of that person, to write down:

- A colour that reminds them of that person e.g. green
- A word that reminds them of that person e.g. love, fun
- A symbol that reminds them of that person/animal e.g. heart, or a car, a dog shape (this can relate to a feeling or an activity)

Tell me or show me/Let me learn

Set the challenge for them to create a mini-collage to represent the person they thought about using their ideas.

Give each child a square of card or strong coloured paper, approximately 20cm square. They can then design their collage using the materials the teacher has made available in the classroom.

Once all the squares are completed, they could be joined together to make a large display like a patchwork quilt.

During this crafting activity teachers can assess the children's understanding of the Puzzle (unit of work) by discussing some of the following prompt questions with them. It may be easier to work with groups of children in turn in this respect.

- Who is your collage about?
- How does it show they are special to you?
- In what ways can you show a special person or animal that you love them?
- How might they show they love you back?
- How might a person feel when they are missing a special person or animal?
- How can somebody help manage their feelings when they miss someone?
- Are there better ways to manage feelings than others? What might work for you?
- How does it feel to have a special person/pet?
- What does 'love' mean?
- 'What does 'appreciation' mean?
- Do we always show people that we love and appreciate them?
- Why is it important to make people know that they are loved and appreciated?

Help me reflect

Slide 1: Ask the children to complete My Jigsaw Journey for this Piece (lesson) as before.

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

Who is special to you?

What colour reminds you of that person/pet?

What symbol? What word?

Notes

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



Relationships

Calm Me Script - Ages 8-9 - Piece 6

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Relationships

Well done!



Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:



Relationships

Well done!



Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:

Exemplification for Ages 8-9 Relationships Puzzle

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

	WORKING TOWARDS
	<p>I hug my little sister to show I love her. I stroke my pet cat to show I care.</p> <p>A person would feel sad if they missed someone.</p>

Ages 8-9 expectation	WORKING AT
	<p>People get a mix of different feelings when they miss someone. They may get angry, sad and depressed.</p> <p>If I missed someone, I could make a memory box, or have lots of photos of them to remind me.</p>

	WORKING BEYOND
	<p>When people lose someone special, they grieve. There are different types of feelings they go through. These are denial, anger, wishing them back, sadness and then they accept it. These feelings are natural to feel because they love the person they have lost.</p> <p>I think carrying a special photo or memory object is a good idea because that person is always with you. You can keep them in your thoughts to help you stop feeling sad. I might worry about losing the precious object, so I would rather make a memory box that I can keep safe and look at privately.</p>

