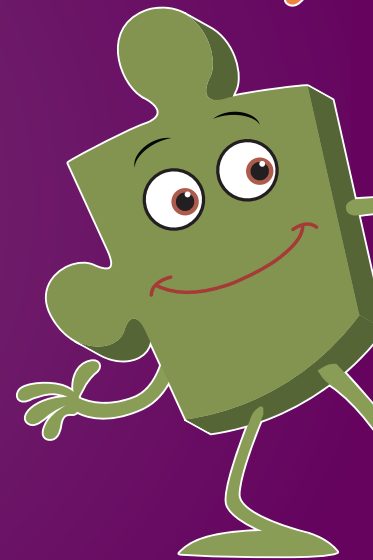
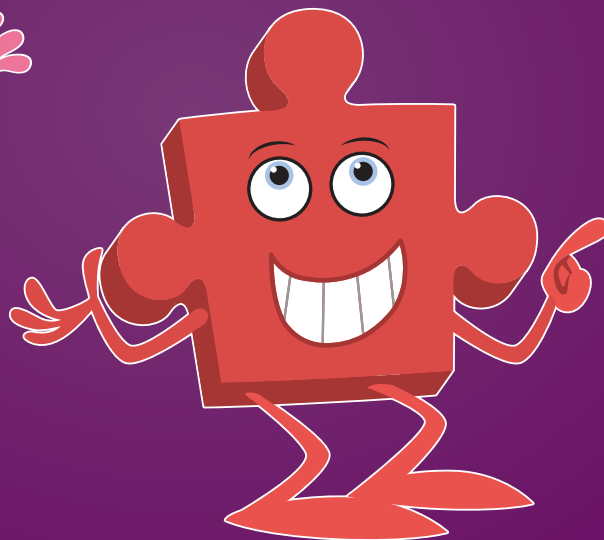
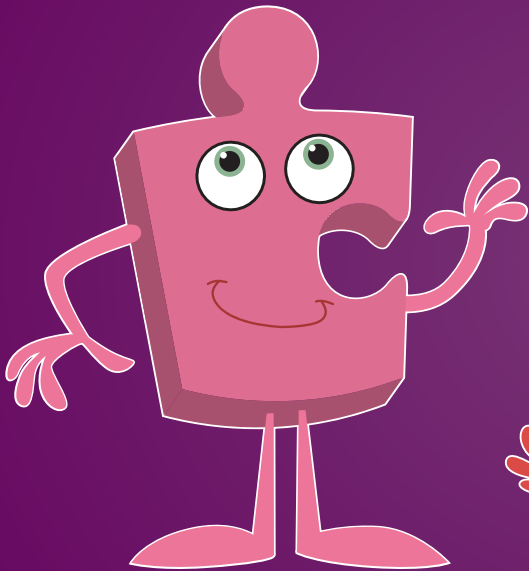
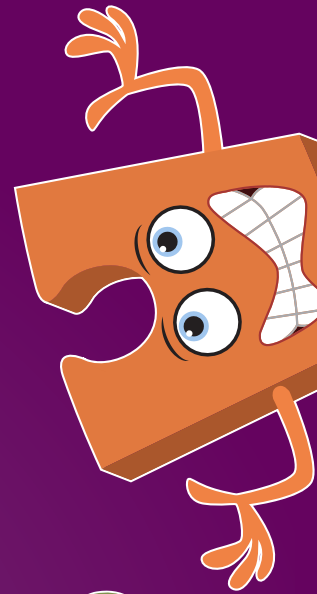
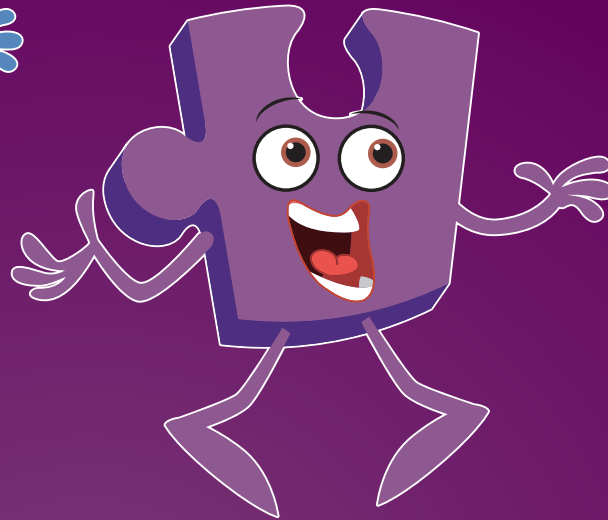


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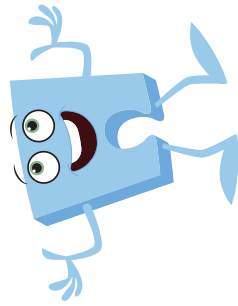
The comprehensive Scheme of Learning for PSHE
Education including Emotional Literacy, Social Skills
and Spiritual Development, for Years F1-6



Overview Grids Years F1/2 to Year 6

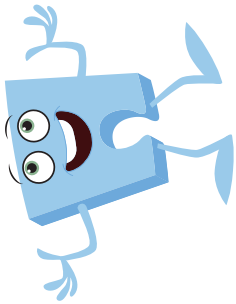
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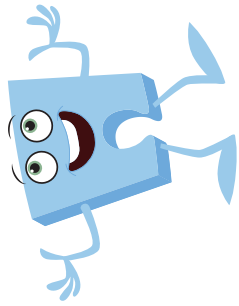


Puzzle 1: Being Me in My World - Autumn 1 Development Matters 2012 Early Years Curriculum 2013

Pieces	Development Levels	Weekly Celebration	SMSC	Resources
1. Who... Me?!	<p>Making relationships D4 - To be interested in others' play and starting to join in D4 - To form a special relationship with another child D5 - To be able to initiate play, offering cues to peers to join them</p> <p>Self-confidence and self-awareness D5 - To be confident to talk to other children when playing and will communicate freely about home and community D6 - Can select and use resources with help ELG - Children are confident to try new activities</p>	Help others to feel welcome	Social Spiritual Cultural	Jigsaw Song sheet: 'The Colours of Friendship' Decorated box and an assortment of toys (from inside and outside learning environments) Jigsaw Jenie
2. How Am I Feeling Today?	<p>Making relationships D4 - To be able to express their own feelings D4 - To respond to the feelings and wishes of others D4 - Begin to show an increasing ability to distract themselves when upset D5 - To usually be able to adapt behaviour to different events, social situations and changes to routine</p> <p>Self-confidence and self-awareness D6 - To be confident to talk to others about own needs, wants, interests and opinions ELG - They adjust their behaviour to different situations, and take changes of routine in their stride</p>	Try to make our school community a better place	Social Spiritual Moral	Jigsaw Song sheet: 'The Colours of Friendship' Mirrors Emotion cards Emotion photos Hoops Jigsaw Jenie
3. Being at Nursery/ Pre-school	<p>Managing feelings and behaviour D4 - To be able to understand and co-operate with some boundaries and routines D5 - To usually be able to adapt behaviour to different events, social situations and changes to routine D5 - Begin to accept the needs of others and can take turns and share resources, sometimes with support from others ELG - They work as part of a group or class, and understand and follow the rules</p> <p>Self-confidence and self-awareness D5 - To enjoy responsibility of carrying out small tasks D5 - Welcome and value praise for what they have done</p>	Think about everyone's right to learn	Social Spiritual Moral	Assortment of toys Paper General mess Aprons Clipboards Timers Bell Police hats

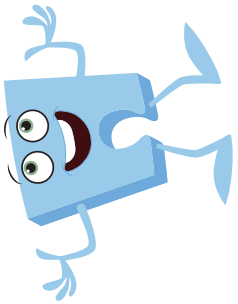


Pieces	Development Levels	Weekly Celebration	SMSC	Resources
4. Gentle Hands	<p>Managing feelings and behaviour</p> <p>D4 - To respond to the feelings and wishes of others</p> <p>D4 - To be aware that some actions can hurt or harm others</p> <p>D4 - To be able to inhibit their own actions/behaviours</p> <p>D6 - To understand that own actions affect other people</p> <p>ELG - Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules</p>	Care about other people's feelings	Social Moral Cultural	Book - 'Hands are not for hitting', by Martine Agassi or similar themed book Jigsaw Jenie Jigsaw Song sheet - 'Choices'
5. Our Rights (Nursery/Pre-school Charter)	<p>Managing feelings and behaviour</p> <p>D4 - To be able to inhibit their own actions/behaviours</p> <p>D4 - To be able to understand and co-operate with some boundaries and routines</p> <p>D6 - To understand that own actions affect other people</p> <p>D6 - Be aware of the boundaries set, and of behavioural expectations in the setting</p> <p>ELG - Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules</p>	Work well with others	Social Moral Spiritual Cultural	Rights picture pack Start up Citizenship - Making Choices book
6. Our Responsibilities (Nursery/Pre-school Charter)	<p>Managing feelings and behaviour</p> <p>D4 - To be able to inhibit their own actions/behaviours</p> <p>D4 - To be able to understand and co-operate with some boundaries and routines</p> <p>D6 - To understand that own actions affect other people</p> <p>D6 - Be aware of the boundaries set, and of behavioural expectations in the setting</p> <p>ELG - Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules</p>	Choose to follow the Learning Charter	Social Moral Spiritual Cultural	Rights picture pack Teddy bears Book - 'Dogger', by Shirley Hughes Start up Citizenship - Making Choices book Cubes

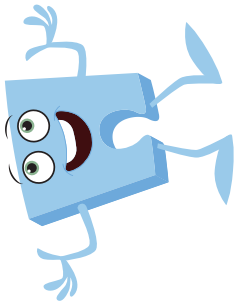


Puzzle 2: Celebrating Difference - Autumn 2 Development Matters 2012 Early Years Curriculum 2013

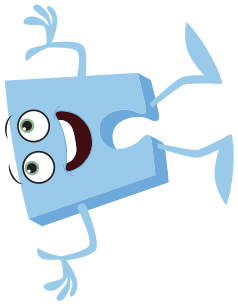
Pieces	Development Levels	Weekly Celebration	SMSC	Resources
1. What I Am Good At	<p>Making relationships D4 - Seeks out others to share experiences D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - Children play co-operatively, they show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Welcomes and values praise for what they have done D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. ELG - Children say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</p> <p>Managing feelings and behaviour D4 - Can express their own feelings. Responds to the feelings and wishes of others D5 - Begins to accept the needs of others ELG - They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations</p>	Accept that everyone is different	Social, Moral, Spiritual	Jigsaw Jenie Everyday equipment available for selection Large box/bag Selection of objects that demonstrate things that the grown-up is good at/likes Jigsaw Song sheet: 'Learning Together'
2. I'm Special, I'm Me!	<p>Making relationships D4 - Seeks out others to share experiences Shows affection and concern for people who are special to them D6 - Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Will communicate freely about own home and community D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group</p> <p>Managing feelings and behaviour D4 - Shows understanding and cooperates with some boundaries and routines. Can express their own feelings. Responds to the feelings of others D6 - Aware of the boundaries set, and of behavioural expectations in the setting ELG - They work as part of a group or class, and understand and follow the rules</p>	Include others when working and playing	Social Moral Spiritual Cultural	Jigsaw Jenie Large selection of catalogues, magazines, leaflets for cutting up Plain paper Scissors Glue Pencils



Pieces	Development Levels	Weekly Celebration	SMSC	Resources
3. Families	<p>Development Levels</p> <p>Making relationships D4 - Shows affection and concern for people who are special to them D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Is more outgoing towards unfamiliar people and more confident in new social situations D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour D4 - Can express their own feelings D5 - Begins to accept the needs of others D6 - Aware of the boundaries set, and of behavioural expectations in the setting ELG - They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations</p>	Know how to help if someone is being bullied	Social Moral Spiritual Cultural	Jigsaw Song sheet: 'The Colours of Friendship' Large selection of pictures ranging from adults, children, families from around the world Book - 'It's OK to be different', by Todd Parr, looking at how we are different Book - 'The family book', by Todd Parr, looking different sorts of families Book - 'The Hueys in the New Jumper', by Oliver Jeffers, similarities and difference amongst people
4. Houses and Homes	<p>Development Levels</p> <p>Making relationships D6 - Explains own knowledge and understanding, and asks appropriate questions of others ELG - They take account of one another's ideas about how to organise their activity</p> <p>Self-confidence and self-awareness D5 - Confident to talk to other children when playing, and will communicate freely about own home and community D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>ELG - They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities</p> <p>Managing feelings and behaviour D4 - Shows understanding and cooperates with some boundaries and routines D6 - Aware of the boundaries set, and of behavioural expectations in the setting ELG - They work as part of a group or class, and understand and follow the rules</p>	Try to solve problems	Social Moral Cultural	Teddies Construction materials - wooden bricks, Lego, etc. Photos of different houses from around the world



Pieces	Development Levels	Weekly Celebration	SMSC	Resources
5. Making Friends	<p>Making relationships</p> <p>D4 - Shows affection and concern for people who are special to them. May form a special friendship with another child</p> <p>D5 - Can play in a group, extending and elaborating play ideas. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>ELG - Children play co-operatively. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness</p> <p>D5 - Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community</p> <p>D6 - Confident to speak to others about own needs, wants, interests and opinions</p> <p>ELG - They are confident to speak in a familiar group</p> <p>Managing feelings and behaviour</p> <p>D4 - Responds to the feelings and wishes of others</p>	<p>Try to use kind words</p>	<p>Social Moral Spiritual Cultural</p>	<p>Jigsaw Song sheet: 'The Colours of Friendship' Book - 'Forget Me Not, Beautiful Buttercup', by Michael Broad: making your own friends Book - 'The Littlest Bear', by Gillian Shields: making friends</p>

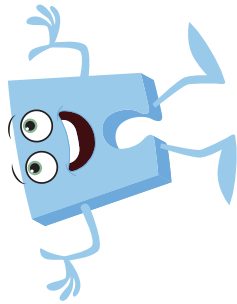


Pieces	Development Levels	Weekly Celebration	SMSC	Resources
<p>6. Standing Up For Yourself</p>	<p>Making relationships</p> <p>D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>D6 - Takes steps to resolve conflicts with other children, e.g. finding a compromise</p> <p>ELG - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness</p> <p>D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>ELG - They are confident to speak in a familiar group</p> <p>Managing feelings and behaviour</p> <p>D4 - Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do</p> <p>D5 - Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine</p> <p>D6 - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p> <p>ELG - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules</p>	<p>Know how to give and receive compliments</p>	<p>Social Moral Spiritual Cultural</p>	<p>Puppets or teddies</p>

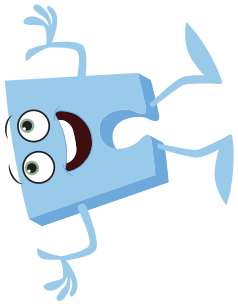


Puzzle 3: Dreams and Goals – Spring 1

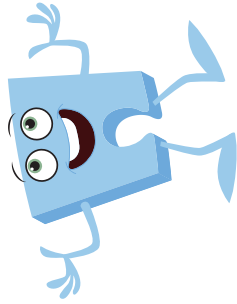
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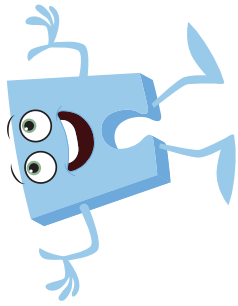
Pieces	Development Levels	Weekly Celebration	SMSC	Resources
1. Challenge	<p>Making relationships D5 - Keeps play going by responding to what others are saying or doing D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>ELG - Take account of one another's ideas about how to organise their activity</p> <p>Self-confidence and self-awareness D5 - Shows confidence in asking adults for help ELG - They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities</p> <p>Managing feelings and behaviour D6 - Beginning to be able to negotiate and solve problems without aggression</p>	Stay motivated when doing something challenging	Social Cultural	Jigsaw Song sheet: 'Learning to Learn' Resources for challenge in 'Interest Me' Book - 'Love Monster' by Rachel Bright Book - 'Don't worry, Hugless Douglas' by David Melling
2. Never Giving Up	<p>Making relationships D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Is more outgoing towards unfamiliar people and more confident in new social situations D6 - Confident to speak to others about own needs, wants, interests and opinions Can describe self in positive terms and talk about abilities</p> <p>ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour ELG - They work as part of a group or class, and understand and follow the rules</p>	Keep trying even when it is difficult	Spiritual Moral	Jigsaw Song sheet: 'Learning to learn' Book - 'The Hare and The Tortoise, Aesop's Fables' (available on-line) Book - 'The Jungle Run' by Tony Mitton Jigsaw Jenie
3. Setting a Goal	<p>Making relationships D6 - Explains own knowledge and understanding ELG - They show sensitivity to others' needs and feelings</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour D4 - Responds to the feelings and wishes of others D5 - Begins to accept the needs of others ELG - They work as part of a group or class</p>	Work well with a partner or in a group	Spiritual Moral	Jigsaw Jenie Wooden bricks Paper Pencils Jigsaw Song sheet - 'Learning to Learn'



Pieces	Development Levels	Weekly Celebration	SMSC	Resources
<p>4. Obstacles and Support</p>	<p>Making relationships</p> <p>D4 - Shows affection and concern for people who are special to them</p> <p>D5 - Demonstrates friendly behaviour</p> <p>D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children</p> <p>ELG - Children play co-operatively. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness</p> <p>D5 - Welcomes and values praise for what they have done</p> <p>D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>Managing feelings and behaviour</p> <p>D4 - seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and co-operates with some boundaries and routines. Can inhibit own actions/behaviours</p> <p>D5 - Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually adapt behaviour to different events, social situations and changes in routine</p> <p>D6 - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p> <p>ELG - talk about their own and others' behaviour, and the consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules</p>	<p>Have a positive attitude</p>	<p>Spiritual Moral Social</p>	<p>2 teddies/puppets Jigsaw Jenie</p>



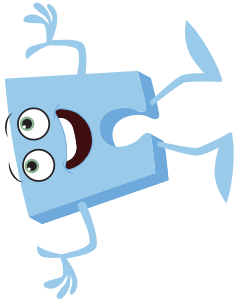
Pieces	Development Levels	Weekly Celebration	SMSC	Resources
5. Flight to the Future	<p>Making relationships</p> <p>D4 - Seeks out others to share experiences</p> <p>D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>Self-confidence and self-awareness</p> <p>D4 - Expresses own preferences and interests.</p> <p>D5 - Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>ELG - They are confident to speak in a familiar group, will talk about their ideas</p>	<p>Help others to achieve their goals</p>	<p>Spiritual Moral Social Cultural</p>	<p>Large variety of picture and word cards of different jobs done by adults Box or bag to hold picture cards</p>
6. Award Ceremony	<p>Making relationships</p> <p>D4 - Seeks out others to share experiences. Shows affection and concern for people who are special to them</p> <p>D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>D6 - Explains own knowledge and understanding</p> <p>ELG - They show sensitivity to others' needs and feelings</p> <p>Self-confidence and self-awareness</p> <p>D5 - Welcomes and values praise for what they have done</p> <p>D6 - Confident to speak to others about own needs, wants interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour</p> <p>D4 - Responds to the feelings and wishes of others</p>	<p>Are working hard to achieve their own dreams and goals</p>	<p>Spiritual Moral Social</p>	<p>Congratulations/well done certificate A special box/bag Children's goals from Piece 3</p>



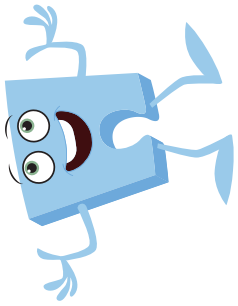
Puzzle 4: Healthy Me - Spring 2

Development Matters 2012 Early Years Curriculum 2013

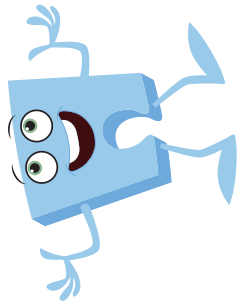
Pieces	Development Levels	Weekly Celebration	SMSC	Resources
1. Everybody's Body	<p>Understanding the world D5 - Talks about why things happen and how things work D5 - Develop an understanding of growth, decay and changes over time</p> <p>Physical development - Health and self care D5 - Observes the effects of activity on their bodies D5 - Understands that equipment and tools have to be used safely</p> <p>Making relationships D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p>	Have made a healthy choice	Social Cultural	Music Assortment of pictures of active play/sports Jigsaw Song sheet: 'Keep fit, keep healthy' Jigsaw Jenie Colouring pictures
2. We Like to Move it Move it!	<p>Understanding the world D5 - Develop an understanding of growth, decay and changes over time</p> <p>Physical development - Health and self care D5 - Observes the effects of activity on their bodies D6 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p>ELG - Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	Have eaten a healthy, balanced diet	Spiritual Moral Social	Black Lace CD - Superman song/I am the music man or I like to move it, move it (from the film 'Madagascar') Small apparatus e.g. balls, ropes, beanbags, cones, timers Large space needed Calm music to assist with the cool down Small apparatus
3. Food Glorious Food	<p>Understanding the world D5 - Develop an understanding of growth, decay and changes over time</p> <p>Physical development - Health and self care D6 - Eats a healthy range of foodstuffs and understands need for variety of food</p> <p>D6 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p>ELG - Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	Have been physically active	Moral Social Cultural	Jigsaw Song sheet: 'Keep fit, keep healthy' 2 lunchboxes An assortment of healthy food and not so healthy food (preferably real) to make a sandwich Fruit for directed activity Shopping bags/basket Food Glorious Food song



Pieces	Development Levels	Weekly Celebration	SMSC	Resources
4. Sweet Dreams	<p>Understanding the world D5 - Develop an understanding of growth, decay and changes over time Physical development - Health and self care D5 - Can tell adults when hungry or tired or when they want to rest or play D6 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health ELG - Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	<p>Have tried to keep themselves and others safe</p>	<p>Spiritual Social Cultural</p>	<p>In The Night Garden clip from CBEEBIES Lullaby CD Jigsaw Jenie Bedtime equipment: Pyjamas, Teddy, Hot water bottle, Dressing gown, Glass of milk, Night light, Story book Chitty Chitty Bang Bang DVD Large clock</p>
5. Keeping Clean	<p>Understanding the world D5 - Develop an understanding of growth, decay and changes over time Physical development - Health and self care D5 - Can usually manage washing and drying hands D6 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health ELG - Children know the importance for good health of physical exercise and a healthy diet, and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	<p>Know how to be a good friend and enjoy healthy friendships</p>	<p>Spiritual Moral Social Cultural</p>	<p>Cleaning equipment: jug of water, bowl, soap, flannel, towel Fruit/vegetables Dirt</p>



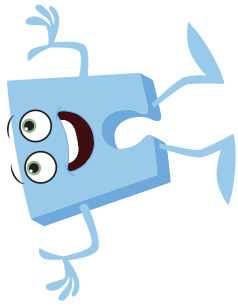
Pieces	Development Levels	Weekly Celebration	SMSC	Resources
6. Stranger Danger	Physical development - Health and self care D6 - Shows understanding of the need for safety when tackling new challenges, and manages some risks D6 - Practices some appropriate safety measures without direct supervision ELG - Children know the importance for good health of physical exercise and a healthy diet, and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently	Know how to keep calm and deal with difficult situations	Moral Social Cultural	CBeebies - Red Riding Hood clip Book - 'Never Talk to Strangers' by Irma Joyce or similar Book - 'Not Everyone is Nice' (Let's Talk Book) by Ann Tedesco, or similar If possible, ask your local PCSO to come by and chat to the children about Stranger Danger. www.dltk-teach.com/rhymes/littlered/ or Google Little Red Riding Hood story dltk



Puzzle 5: Relationships - Summer 1

Development Matters 2012 Early Years Curriculum 2013

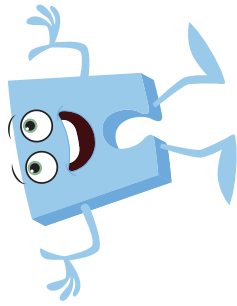
Pieces	Development Levels	Weekly Celebration	SMSC	Resources
1. My Family and Me!	<p>Managing relationships D4 - To be able to show affection or concern for people who are special to them D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>Self-confidence and self-awareness D4 - To separate from their main carer with support and encouragement from a familiar adult D5 - To be confident to talk to other children when playing and will communicate freely about home and community</p> <p>ELG - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</p> <p>Managing feelings and behaviour D4 - To be able to express their own feelings</p>	Know how to make friends	Moral Social Cultural	Key worker to bring in a photo of their own family Jigsaw Jenie Family puzzle, either wooden one or printed one that has been laminated and cut up Staff photo - preferably on IWB
2. Make Friends, Make Friends, Never Ever Break Friends! - Part 1	<p>Managing relationships D4 - To be interested in others' play and starting to join in D4 - To seek out others to share experiences D4 - To form a special relationship with another child D5 - To be able to play in a group, extending and elaborating ideas D5 - To be able to initiate play, offering cues to peers to join them D5 - To keep play going by responding to what others are saying or doing D5 - To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Initiates conversations, attends to and takes account of what others say</p> <p>ELG - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>	Try to solve friendship problems when they occur	Spiritual Moral Social	Jigsaw Jenie Jigsaw Song sheet: 'Playground Blues' Lonely child photo Body puzzle template



Puzzle 5: Relationships – Summer 1

Development Matters 2012 Early Years Curriculum 2013

Pieces	Development Levels	Weekly Celebration	SMSC	Resources
3. Make Friends, Make Friends, Never Ever Break Friends! - Part 2	<p>Managing relationships</p> <ul style="list-style-type: none"> D4 - To be interested in others' play and starting to join in D4 - To seek out others to share experiences D4 - To form a special relationship with another child D5 - To be able to play in a group, extending and elaborating ideas D5 - To be able to initiate play, offering cues to peers to join them D5 - To keep play going by responding to what others are saying or doing D5 - To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Initiates conversations, attends to and takes account of what others say <p>ELG - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> D6 - To describe self in positive terms and talk about abilities 	<p>Help others to feel part of a group</p>	<p>Moral Social Cultural</p>	<p>Jigsaw Song sheet: 'Playground Blues' Book - 'Frank and Teddy Make Friends' by Louise Yates (or similar) Food to share (apple/biscuits/toast) Playdoh Book - 'George and Martha: The Complete Stories of Two Best Friends' by James Marshall (or similar)</p>
4. Falling Out and Bullying Part 1	<p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> D4 - To be aware that some actions can hurt or harm others D4 - To be able to understand and co-operate with some boundaries and routines D6 - To understand that own actions affect other people D6 - To be aware of the boundaries set, and of behavioural expectations in the setting and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> D5 - To show confidence in asking adults for help 	<p>Show respect in how they treat others</p>	<p>Moral Social Cultural</p>	<p>Squirry cream/shaving foam/ plate Tray Teddies Jenga Jigsaw Song sheet: 'The Colours of Friendship' Sparkly box, bin and bag Assortment of phrases (positive/negative) e.g. you are brilliant, thank you very much, you are stupid, shut up, etc.</p>



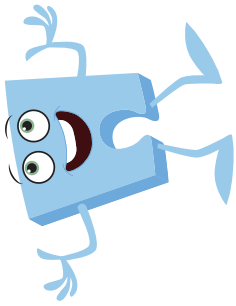
Puzzle 5: Relationships - Summer 1 Development Matters 2012 Early Years Curriculum 2013

Pieces	Development Levels	Weekly Celebration	SMSC	Resources
<p>5. Falling Out and Bullying Part 2</p>	<p>Managing feelings and behaviour D4 - To be aware that some actions can hurt or harm others D4 - To be able to understand and co-operate with some boundaries and routines D6 - To understand that own actions affect other people D6 - Be aware of the boundaries set, and of behavioural expectations in the setting ELG - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p> <p>Self-confidence and self-awareness D5 - To show confidence in asking adults for help</p>	<p>Know how to help themselves and others when they feel upset or hurt</p>	<p>Spiritual Moral Social Cultural</p>	<p>Angry photos Mirror Wall paper roll, mark-making materials YouTube (or similar) video clips of tantrums Puppets Calming music</p>
<p>6. Being the Best Friend We Can Be</p>	<p>Managing feelings and behaviour D4 - To be aware that some actions can hurt or harm others D4 - To respond to the feelings and wishes of others D6 - To understand that their own actions affect other people</p> <p>Managing relationships D5 - To be able to initiate play, offering cues to peers to join them ELG - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>	<p>Know and show what makes a good relationship</p>	<p>Spiritual Moral Social Cultural</p>	<p>Assortment of fairytale characters, (books or puppets) Jigsaw Jenie Song - 'You've Got A Friend In Me' by Randy Newman (Toy Story song) 'True Friends' song by Miley Cyrus (Hannah Montana) 'That's what friends are for' (Fox and Hounds song) Pictures of friends from TV/ movies e.g. Woody and Buzz (separate so that the children can match)</p>

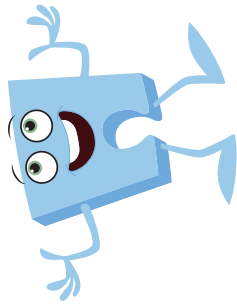


Puzzle 6: Changing Me - Summer 2

Development Matters 2012 Early Years Curriculum 2013



Pieces	Development Levels	Weekly Celebration	SMSC	Resources
1. My Body	<p>Making relationships</p> <p>D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p>	Understand that everyone is unique and special	Spiritual	<p>Bag/box</p> <p>Labels naming all the different body parts</p> <p>Pictures of all the different body parts that will go together to form a whole body</p> <p>Book - 'Look Inside Your Body' by Louie Stowell</p> <p>Large paper and post-its</p>
2. Respecting My Body	<p>Making relationships</p> <p>D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>Self-confidence and self-awareness</p> <p>D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>ELG - Say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas</p>	Can express how they feel when change happens	Spiritual Moral Social Cultural	<p>Jigsaw Song sheet: 'Keep fit, keep healthy'</p> <p>Selection of pictures that show healthy/hot so healthy activities/food</p> <p>2 containers/hoops for sorting</p> <p>Magazines/food leaflets</p> <p>Paper</p>
3. Growing Up	<p>Making relationships</p> <p>D4 - Seeks out others to share experiences. Shows affection and concern for people who are special to them</p> <p>D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>ELG - They show sensitivity to others' needs and feelings</p> <p>Self-confidence and self-awareness</p> <p>D5 - Confident to talk to other children when playing, and will communicate freely about own home and community</p> <p>D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p>	Understand and respect the changes that they see in themselves	Spiritual Moral	<p>Book - 'I wonder why - Baby animals' by Hannah Wilson</p> <p>Book - 'The Very Hungry Caterpillar' by Eric Carle</p> <p>Pictures ranging from a baby to a toddler, showing different stages of development; e.g. drinking milk, teething, crawling, toileting</p> <p>Book - 'Tell Me What It's Like To Be Big' by Joyce Dunbar</p> <p>Picture cards showing different developmental stages of life ranging from baby to elderly</p> <p>Jigsaw Jenie</p> <p>Jigsaw Song sheet: 'Changing As I Grow'</p>



Puzzle 6: Changing Me - Summer 2

Development Matters 2012 Early Years Curriculum 2013

Pieces	Development Levels	Weekly Celebration	SMSC	Resources
4. Growth and Change (F1)	<p>Making relationships D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>Self-confidence and self-awareness ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour ELG - They work as part of a group or class, and understand and follow the rules</p>	<p>Understand and respect the changes that they see in other people</p>	<p>Social Cultural</p>	<p>Seeds Pots Compost Jigsaw Song sheet: 'Changing As I Grow'</p>
4. Fun and Fears (F2)	<p>Making relationships D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour D4 - Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others D5 - Aware of own feelings ELG - Children talk about how they and others show feelings</p>	<p>Understand and respect the changes that they see in other people</p>	<p>Social Cultural</p>	<p>Book - 'The Huge Bag of Worries' by Virginia Ironside Box or bag for worries/looking forward to ideas Jigsaw Song sheet: 'Changing As I Grow'</p>



Puzzle 6: Changing Me - Summer 2

Development Matters 2012 Early Years Curriculum 2013

Pieces	Development Levels	Weekly Celebration	SMSC	Resources
<p>5. Fun and Fears</p>	<p>Making relationships D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>Managing feelings and behaviour D4 - Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others D5 - Aware of own feelings ELG - Children talk about how they and others show feelings</p>	<p>Know who to ask for help if they are worried about change</p>	<p>Spiritual Moral Social</p>	<p>Jigsaw Jenie Box or bag for worries/looking forward to ideas Music</p>
<p>6. Celebration</p>	<p>Making relationships D4 - Seeks out others to share experiences D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p>	<p>Are looking forward to change</p>	<p>Spiritual Moral Social Cultural</p>	<p>Jigsaw Jenie Paper A special box</p>


Being Me in My World

Puzzle Overview - Year 1

Puzzle 1 Being Me in My World	Puzzle Outcome	Resources
Pieces		
1. Special and Safe	<p>I know how to use my Jigsaw Journal</p> <p>I feel special and safe in my class</p>	Jigsaw Charter, Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, Jigsaw Jack's suitcase/bag, Jigsaw Jack's letter, 'Safe' pictures, Jigsaw Journals.
2. My Class	<p>I understand the rights and responsibilities as a member of my class</p> <p>I know that I belong to my class</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, Jigsaw Jack, 'I am special' song sheet, picture of a class learning well. Jigsaw Journals.
3. Rights and Responsibilities	<p>I understand the rights and responsibilities of being a member of my class</p> <p>I know how to make my class a safe place for everybody to learn</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, Jigsaw Jack, Jigsaw Jack's suitcase with items, soft sponge football, sets of rights/responsibility picture cards, picture PowerPoint, Jigsaw song 'Choices' song sheet on PowerPoint, Jigsaw Journals.
4. Rewards and Feeling Proud	<p>I know my views are valued and can contribute to the Learning Charter</p> <p>I can recognise how it feels to be proud of an achievement</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, colour cards, Jigsaw Jack's suitcase with certificate/medal, treasure chest, proud face pictures, I feel proud of you ticket - see resource sheet, Jigsaw Journals.
5. Consequences	<p>I can recognise the choices I make and understand the consequences</p> <p>I can recognise the range of feelings when I face certain consequences</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, 'Choices' song sheet, scenario picture cards, flipchart with rights/responsibility pictures from Piece 3, Jigsaw Journals.
6. Owning our Learning Charter	<p>I understand my rights and responsibilities within our Learning Charter</p> <p>I can understand my choices in following the Learning Charter</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, Jigsaw Charter, postcards made into puzzles, Jigsaw Journals, certificates.

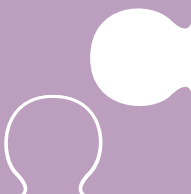


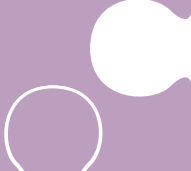
Celebrating Difference

Puzzle Overview - Year 1

Puzzle 2 Celebrating Difference	Puzzle Outcome	Resources
Pieces		
1. The same as ... 	I can identify similarities between people in my class I can tell you some ways in which I am the same as my friends	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Spot the similarities pictures, Set of picture cards e.g. Snap, Happy Families. Cardboard cut-out gingerbread person (flipchart size – one per child), T-shirt templates for gingerbread person, Jigsaw Journals.
2. Different from ... 	I can identify differences between people in my class I can tell you some ways I am different from my friends	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Yes and no labels, Spot the difference pictures, Set of pair cards, Shorts templates for gingerbread people (could be trouser templates as an alternative), Jigsaw Journals.
3. What is 'bullying'? 	I can tell you what bullying is I understand how being bullied might feel	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Bully pictures, Bullying pictures, Hat templates, Jigsaw Journals.
4. What do I do about bullying? 	I know some people who I could talk to if I was feeling unhappy or being bullied I can be kind to children who are bullied	Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'Playground Blues', Jigsaw Jack, Shoes template, Jigsaw Journals.
5. Making new friends 	I know how to make new friends I know how it feels to make a new friend	Jigsaw Chime, 'Calm Me' script, Soft/sponge football, Puzzle Song sheet: 'The Colours of Friendship', Book: 'Frog and Toad are Friends' by Arnold Lobel, Friendship tokens, Friendship token template, Jigsaw Journals.
6. Celebrating difference; celebrating me Assessment Opportunity ★ 	I can tell you some ways I am different from my friends I understand these differences make us all special and unique	Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'The Colours of Friendship', Jigsaw Jack, Balloons (one per child), Celebrating Me label template (one per child), Gingerbread people, Puzzle 2 Attainment Descriptor Grid, Jigsaw Journals.

Dreams and Goals

Puzzle Overview - Year 1

Puzzle 3 Dreams and Goals	Puzzle Outcome Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals	Resources
Pieces		
1. My Treasure Chest of Success 	I can set simple goals I can identify my successes and achievements	Jigsaw Jack, Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime 'Calm Me' script, Success pictures, Success coin templates, Treasure chest boxes/simple boxes, Jigsaw Journals.
2. Steps to Goals 	I can set a goal and work out how to achieve it I can tell you how I learn best	Jigsaw Song sheet: 'Learning to learn', Jigsaw Chime, 'Calm Me' script, Children's treasure chests (made in Piece 1), Stepping stone templates, Pair of teacher's wellies, Jam sandwich ingredients: jam, bread, butter, Jigsaw Jack.
3. Achieving Together 	I understand how to work well with a partner I can celebrate achievement with my partner	Jigsaw Chime, 'Calm Me' script, Pairs of wellies, Paints suitable for painting wellies, Jigsaw Jack, Jigsaw Journals.
4. Stretchy Learning 	I can tackle a new challenge and understand this might stretch my learning I can identify how I feel when I am faced with a new challenge	Jigsaw Song sheet: 'Learning to Learn', Jigsaw Chime, 'Calm Me' script, Pipe cleaners, garden sticks, paper, paint, Jigsaw Jack.
5. Overcoming Obstacles 	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I know how I feel when I see obstacles and how I feel when I overcome them	Jigsaw Song sheet: 'Learning to learn', Jigsaw Chime, 'Calm Me' script, Book: 'We're going on a bear hunt', by Michael Rosen and Helen Oxenbury, Stepping stone templates, Teddy bear, Reading book, Jigsaw Journals.
6. Celebrating My Success Assessment Opportunity ★ 	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	Jigsaw Song sheet: 'Learning to learn', Jigsaw Chime, 'Calm Me' script, Jigsaw Jack's treasure chest, Success pictures - from Piece 1, Dried peas, straws and chopsticks, Modroc, Children's treasure chests, Jigsaw Jack, Jigsaw Journals.


Healthy Me

Puzzle Overview - Year 1

Puzzle 4 Healthy Me	Puzzle Outcome	Resources
Pieces		
1. Being Healthy	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p>I feel good about myself when I make healthy choices</p>	Jigsaw Chime, 'Calm Me' script, PowerPoint slides, Healthy Balance Sum sheet, Jigsaw Journals.
2. Healthy Choices	<p>I know how to make healthy lifestyle choices</p> <p>I feel good about myself when I make healthy choices</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Jigsaw Song sheet: 'Keep fit, keep healthy', PowerPoint slides, Child picture template, Healthy Balance Sum sheet, Jigsaw Journals.
3. Clean and Healthy	<p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>I know that all household products including medicines can be harmful if not used properly</p> <p>I am special so I keep myself safe</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Bag of toiletry items, e.g. toothbrush, shampoo, soap, etc., Empty bathroom and kitchen cleaning products, Pictures of household products, Jigsaw Journals.
4. Medicine Safety	<p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I know some ways to help myself when I feel poorly</p>	Jigsaw Chime, 'Calm Me' script, Book: 'Six Dinner Sid' by Inga Moore, Picture cards, Jigsaw Journals.
5. Road Safety	<p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>I can recognise when I feel frightened and know who to ask for help</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, PowerPoint slide: Learn the Green Cross Code, Jigsaw Journals.
6. Happy, Healthy Me Assessment Opportunity ★	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Keeping Clean and Healthy timeline template, Jigsaw Journals.

Relationships

Puzzle Overview - Year 1

Puzzle 5 Relationships	Puzzle Outcome	Resources
Pieces		
1. Families 	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I know how it feels to belong to a family and care about the people who are important to me</p>	<p>Family game cards, Jigsaw Chime, 'Calm Me' script, Book: The family Book by Todd Parr, Book: 'For Every Child - the rights of the child in words and pictures', UNICEF (ISBN 0-8037-2650-3, Jigsaw Journals.</p>
2. Making Friends 	<p>I can identify what being a good friend means to me</p> <p>I know how to make a new friend</p>	<p>Music and blanket for hedgehogs game, Jigsaw Chime, 'Calm Me' script, YouTube clip from Toy Story, Jigsaw Jack, Sets of 'A Good Friend Should...' cards, one set for each group, Jigsaw Journals, Jigsaw Song: 'The Colours of Friendship'.</p>
3. Greetings 	<p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I can recognise which forms of physical contact are acceptable and unacceptable to me</p>	<p>Jigsaw Chime, 'Calm Me' script, Book: 'Hug' by Jez Alborough, 'Holding Hands' images, 'Feely bags' containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects, Jigsaw Jack, Jigsaw Journals.</p>
4. People Who Help Us 	<p>I know who can help me in my school community</p> <p>I know when I need help and know how to ask for it</p>	<p>Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, People cards, Scenario cards, Jigsaw Journals.</p>
5. Being My Own Best Friend 	<p>I can recognise my qualities as person and a friend</p> <p>I know ways to praise myself</p>	<p>Bottle weighted with water or sand, Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, YouTube clip from the film 'The Incredibles', PowerPoint of incredible children, 'The incredible me' picture frame template, Jigsaw Song sheet: 'The Colours of Friendship'.</p>
6. Celebrating My Special Relationships Assessment Opportunity ★ 	<p>I can tell you why I appreciate someone who is special to me</p> <p>I can express how I feel about them</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Song: Colours of friendship, Balloons, Balloon label template, String, Jigsaw Journals.</p>

Changing Me

Puzzle Overview - Year 1

Puzzle 6 Changing Me	Puzzle Outcome	Resources
Pieces		
1. Life Cycles	<p>I am starting to understand the life cycles of animals and humans</p> <p>I understand that changes happen as we grow and that this is OK</p>	Jigsaw Chime, 'Calm Me' script, Find your pair cards, Jigsaw Song sheet: 'Changing as I grow' BBC Learning Clip: 9463 Frogs, Teacher's photos: series of photos from baby to adult, Life cycle cards, Jigsaw Journals.
2. Changing Me	<p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jack, Life cycle cards, Paper for concertina book, Jigsaw Journals.
3. My Changing Body	<p>I can tell you how my body has changed since I was a baby</p> <p>I understand that growing up is natural and that everybody grows at different rates</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children, Jigsaw Journals.
4. Boys' and Girls' Bodies Assessment Opportunity ★	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Male/female animal Powerpoint, PE hoops or flipchart paper, Body parts cards and Powerpoint, Jigsaw Journals .
5. Learning and Growing	<p>I understand that every time I learn something new I change a little bit</p> <p>I enjoy learning new things</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Jigsaw Song sheet: 'Changing as I grow', Picture cards, Flower shape and petals for flipchart, Flower template, Photos of the children, Jigsaw Journals.
6. Coping with Changes	<p>I can tell you about changes that have happened in my life</p> <p>I know some ways to cope with changes</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jack, Book: 'Moving Molly' by Shirley Hughes, Bag of items for Changes Game, Jigsaw Journals.

Being Me in My World

Puzzle Overview - Year 2

Puzzle 1 Being Me in My World	Puzzle Outcome	Resources
Pieces		
1. Hopes and Fears for the Year	<p>I can identify some of my hopes and fears for this year</p> <p>I know how to use my Jigsaw Journal</p> <p>I recognise when I feel worried and know who to ask for help</p>	Jigsaw Charter, Jigsaw chime, 'Calm Me' script, number cards, Jigsaw Jo, The Huge Bag of worries - Virginia Ironside ISBN 0340903171, monster worries resource sheet, balloons, Jigsaw Journals.
2. Rights and Responsibilities	<p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I recognise when I feel worried and know who to ask for help</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, number cards, 'I'll Do It!: Learning About Responsibility: Taking Responsibility (Values)' ISBN 9780750221375, responsibility cards, camera, 'Choices' song sheet, Jigsaw Journal.
3. Rewards and Consequences	<p>I understand the rights and responsibilities for being a member of my class</p> <p>I can help to make my class a safe and fair place</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, colour cards, Jigsaw Jo, Jigsaw Jo's bag of rewards, teacher's reward/medal, traffic light flipchart, red post-its/green post-its, picture cards, Jigsaw Journals, 'Choices' song sheet.
4. Rewards and Consequences	<p>I can listen to other people and contribute my own ideas about rewards and consequences</p> <p>I can help make my class a safe and fair place</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, Jigsaw Jo, Jigsaw Jo's bag, two consequence pictures, ratty treasure, blindfold and obstacles, consequence picture cards, scenario picture cards, flipchart traffic light with red post-it learning behaviours from Piece 3, Jigsaw Journals.
5. Our Learning Charter	<p>I understand how following the Learning Charter will help me and others learn</p> <p>I can work cooperatively</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, Jigsaw Jo, Jigsaw Jo's bag, Jigsaw pieces template, Jigsaw sample Learning Charter display, Jigsaw Journals, 'Choices' song sheet.
6. Owing our Learning Charter	<p>I understand how following the Learning Charter will help me and others learn</p> <p>I am choosing to follow the Learning Charter</p>	Jigsaw chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Charter, Learning Charter, coloured stickers, 'Choices' song sheet, Jigsaw Journals, certificates.

Celebrating Difference

Puzzle Overview - Year 2

Puzzle 2 Celebrating Difference	Puzzle Outcome	Resources
Pieces	Help me fit together the six pieces of learning about Celebrating Difference to create a Hall of Fame display	
1. Boys and girls	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>I understand some ways in which boys and girls are similar and feel good about this</p>	Jigsaw Chime, 'Calm Me' script, Book: 'Dulcie Dando' by Sue Stop and Debi Giori, Jigsaw Jo, Jigsaw Jo's bag, Four photo cards of children, Four description cards, Shield templates, Jigsaw Journals.
2. Boys and girls	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>I understand some ways in which boys and girls are different and accept that this is ok</p>	Jigsaw Chime, 'Calm Me' script, Duvet covers (or pictures of) Book: 'Bill's New Frock' by Anne Fine, Jigsaw Jo, Difference shield templates, Jigsaw Journals.
3. Why does bullying happen?	<p>I understand that bullying is sometimes about difference</p> <p>I can tell you how someone who is bullied feels</p> <p>I can be kind to children who are bullied</p>	Jigsaw Chime, 'Calm Me' script Puzzle Song sheet: 'The Colours of Friendship', Jigsaw Jo, Scenario picture/description cards, Tree display or branch in a pot as a friendship tree display, Post-its - brown and green leaf shapes, Jigsaw Journals.
4. Standing up for myself and others	<p>I can recognise what is right and wrong and know how to look after myself</p> <p>I know when and how to stand up for myself and others</p> <p>I know how to get help if I am being bullied</p>	Jigsaw Chime, 'Calm Me' script, Number cards, Puzzle Song sheet: 'Playground Blues', Jigsaw Jo, Scenario picture/description cards, Paper person chain template, Jigsaw Journals.
5. Making a new friend	<p>I know some ways to make new friends</p> <p>I know how it feels to be a friend and have a friend</p>	Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'The Colours of Friendship', Jigsaw Jo, Picture book: 'Willy and Hugh' by Anthony Browne, Friendship token master sheet, Jigsaw Journals.
6. Celebrating difference and still being friends	<p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>	Jigsaw Chime, 'Calm Me' script, Pair cards, Jigsaw Jo, 3D Trophy template, Puzzle 2 Attainment Descriptor Grid, Jigsaw Journals.
Assessment Opportunity ★		

Dreams and Goals

Puzzle Overview - Year 2

Puzzle 3 Dreams and Goals	Puzzle Outcome	Resources
Pieces		
1. Goals to Success	<p>I can choose a realistic goal and think about how to achieve it</p> <p>I can identify my successes and achievements and know how this makes me feel (proud)</p>	Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Success pictures, Ribbon templates - success ribbons and goal ribbons, Treasure chest boxes/simple boxes.
2. My Learning Strengths	<p>I can persevere even when I find tasks difficult</p> <p>I can tell you some of my strengths as a learner</p>	Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to Learn', Goal Ribbons from Piece 1, Jigsaw Jo, Ladder template, Treasure chest boxes/simple boxes, Jigsaw Journals.
3. Learning with Others	<p>I can recognise who it is easy for me to work with and who it is more difficult for me to work with</p> <p>I understand how working with other people can help me to learn</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'The Colours of Friendship', Goal ribbons (from Piece 2), Goal certificate template, Treasure chest boxes, Jigsaw Journals.
4. A Group Challenge	<p>I can work cooperatively in a group to create an end product</p> <p>I can work with other people to solve problems</p>	Soft ball, Jigsaw Chime, 'Calm Me' script, Gentle music, Garden PowerPoint slides, Jigsaw Jo, Art materials/ modelling materials/ paints, Treasure chest boxes.
5. Continuing Our Group Challenge Assessment Opportunity ★	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	Soft ball, Jigsaw Chime, 'Calm Me' script, Gentle music, Garden PowerPoint slides, Jigsaw Jo, Art materials/ modelling materials/ paints, Treasure chest boxes.
6. Celebrating Our Achievement	<p>I know how to share success with other people</p> <p>I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud)</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to Learn', Dream birds, Coloured pebbles/stones, Jigsaw Journals.

Healthy Me

Puzzle Overview - Year 2

Puzzle 4 Healthy Me	Puzzle Outcome	Resources
Pieces		
1. Being Healthy	<p>I know what I need to keep my body healthy</p> <p>I am motivated to make healthy lifestyle choices</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Keep fit, keep healthy', BBC Learning Clip 10844: The benefits of being active, Help Jigsaw Jo sheet, Jigsaw Jo, Jigsaw Journals.
2. Being Relaxed	<p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>I can tell you when a feeling is weak and when a feeling is strong</p>	Jigsaw Chime, 'Calm Me' script, PowerPoint slides, PowerPoint slides - printed copies, Jigsaw Journals.
3. Medicine Safety	<p>I understand how medicines work in my body and how important it is to use them safely</p> <p>I feel positive about caring for my body and keeping it healthy</p>	Jigsaw Chime, 'Calm Me' script, Book: 'Poor Monty' by Anne Fine, Template of the body, Jigsaw Journals.
4. Healthy Eating	<p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>I have a healthy relationship with food and know which foods I enjoy the most</p>	Jigsaw Chime, 'Calm Me' script, Eat Well Plate - complete, Eat Well Plate - blank, Food cards, Pictures of composite foods, Jigsaw Journals.
5. Healthy Eating	<p>I can decide which foods to eat to give my body energy</p> <p>I have a healthy relationship with food and I know which foods are most nutritious for my body</p>	Jigsaw Chime, 'Calm Me' script, PowerPoint slide of Eat Well Plate, PowerPoint slides of different foods, BBC Learning Clip 2271: A healthy diet for the human body, Plate template or paper plates, Jigsaw Journals.
6. The Healthy Me Cafe Assessment Opportunity ★	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Ingredients and equipment for making snacks, Healthy Snack Recipe Cards and template, Jigsaw Journals.

Relationships

Puzzle Overview - Year 2

Puzzle 5 Relationships	Puzzle Outcome	Resources
Pieces	Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'	
1. Families 	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>I accept that everyone's family is different and understand that most people value their family</p>	Jigsaw Chime, 'Calm Me' script, Families PowerPoint, Book: 'Who's in a family?' by Robert Skutch, Book: 'Something Special' by Nicola Moon, Jigsaw Jo, Jigsaw Journals.
2. Keeping Safe - exploring physical contact 	<p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I know which types of physical contact I like and don't like and can talk about this</p>	Jigsaw Chime, 'Calm Me' script, 'Hugless Douglas' by David Melling, Jigsaw Journals.
3. Friends and Conflict Assessment Opportunity ★ 	<p>I can identify some of the things that cause conflict with my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p>	Jigsaw Chime, Jigsaw song 'Learning together', 'Calm Me' script, Selection of shoes, 'I thought you were my friend' resource sheet, 'Mending Friendships' chart, printed on A3 or on PowerPoint slide, 'Mending Friendships' resource sheet, Jigsaw Journals.
4. Secrets 	<p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Wrapped gift box, Poem: 'I Have a Secret' by E J Thornton, Jigsaw Journals.
5. Trust and Appreciation 	<p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I understand how it feels to trust someone</p>	Jigsaw Chime, 'Calm Me' script, Balloon, Book: 'Don't Tell Lies, Lucy!' by Phil Roxbee Cox, People cards, Flipchart paper, 'Circle of Trust' cards, Jigsaw Journals.
6. Celebrating My Special Relationships 	<p>I can express my appreciation for the people in my special relationships</p> <p>I am comfortable accepting appreciation from others</p>	Jigsaw Chime, 'Calm Me' script, Materials for the children to make bunting, Jigsaw Jo, Jigsaw Journals.

Changing Me

Puzzle Overview - Year 2

Puzzle 6 Changing Me	Puzzle Outcome	Resources
Pieces		
1. Life Cycles in Nature	<p>I can recognise cycles of life in nature</p> <p>I understand there are some changes that are outside my control and can recognise how I feel about this</p>	Jigsaw Chime, 'Calm Me' script, Find your pair cards, Jigsaw Jo, Jigsaw Song sheet: 'Changing as I grow', BBC Learning clip: 2250, An introduction to life cycles, Jigsaw Journals.
2. Growing from Young to Old	<p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>I can identify people I respect who are older than me</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jo, PowerPoint - young to old, Book: 'My Grandpa is Amazing' by Nick Butterworth, Photos from home of a grandparent as a child and now, Card leaf templates A4 size - one per child, Jigsaw Journals.
3. The Changing Me	<p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I feel proud about becoming more independent</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Book: 'Titch' by Pat Hutchins, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up, Timeline template, Jigsaw Journals.
4. Boys' and Girls' Bodies Assessment Opportunity ★	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Flipchart paper, Body parts cards and PowerPoint, A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, Jigsaw Journals.
5. Assertiveness	<p>I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I am confident to say what I like and don't like and can ask for help</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk), Teddy bear, Poem: 'What About You?', Alternative book: 'Hug' by Jez Alborough, Jigsaw Journals.
6. Looking Ahead	<p>I can identify what I am looking forward to when I am in Year 3</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Two visiting Year 3 pupils, Card leaf templates, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Journals.

Being Me in My World

Puzzle Overview - Year 3

Puzzle 1 Being Me in My World	Puzzle Outcome Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter	Resources
Pieces		
1. Getting to Know Each Other	<p>I recognise my worth and can identify positive things about myself and my achievements.</p> <p>I can set personal goals</p> <p>I know how to use my Jigsaw Journal</p> <p>I value myself and know how to make someone else feel welcome and valued</p>	Jigsaw Charter, Jigsaw chime, 'Calm Me' script, treasure box, Jigsaw Jino, Jigsaw Journals, coin and medal template, ribbons.
2. Our Nightmare School	<p>I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, Jigsaw Jino, feelings bag with cards, 'Choices' song sheet, flipchart paper, Nightmare school question prompt sheet, Jigsaw Journals.
3. Our Dream School	<p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I know how to make others feel valued</p>	Jigsaw chime, 'Calm me' script, Jigsaw Charter, Jigsaw Jino, 'Choices' song sheet, Nightmare school sheet (from previous Piece), Dream school question prompt sheet, Jigsaw Journals.
4. Rewards and Consequences	<p>I understand that my actions affect myself and others and I care about other people's feelings</p> <p>I understand that my behaviour brings rewards/consequences</p>	Jigsaw chime, 'Calm me' script, Jigsaw Charter, 'Choices' song sheet, scenario cards, post-its, Jigsaw Journals.
5. Our Learning Charter	<p>I can make responsible choices and take action</p> <p>I can work cooperatively in a group</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, Jigsaw Jino, carrots, string, cocktail sticks, stanley knives, wooden boards, Learning Charter, Jigsaw Journals.
6. Owing our Learning Charter	<p>I understand my actions affect others and try to see things from their points of view</p> <p>I am choosing to follow the Learning Charter</p>	Jigsaw chime, 'Calm me' script, Jigsaw Charter, 'What do we see?' picture PowerPoint, Learning Charter, Jigsaw Jino, Jigsaw Journals, 'Choices' song sheet, certificates.

Celebrating Difference

Puzzle Overview - Year 3

Puzzle 2 Celebrating Difference	Puzzle Outcome	Resources
Pieces	Help me fit together the six pieces of learning about Celebrating Difference to create a Hall of Fame display	
1. Families	<p>I understand that everybody's family is different and important to them</p> <p>I appreciate my family/the people who care for me</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, Pictures of members of the royal family or pictures of teacher's family, 'Family' pictures, Book: 'The Family Book' by Todd Parr, Cardboard photo frame template, Jigsaw Journals.
2. Family conflict	<p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know how to calm myself down and can use the 'Solve it together' technique</p>	Jigsaw Chime, 'Calm Me' script, Letter cards to spell 'family' (six cards with a letter on each), PowerPoint slide: Family Conflict, Book: 'And Tango Makes Three' by Justin Richardson and Peter Parnell, 'Solve it together' resource sheet/ PowerPoint/poster, Family conflict scenario cards, Jigsaw Jino, Jigsaw Journals.
3. Witness and feelings	<p>I know what it means to be a witness to bullying</p> <p>I know some ways of helping to make someone who is bullied feel better</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, Puzzle Song sheet: 'Playground Blues', BBC Learning clip 10416: 'From bully to best friend', Resource sheet - Bullying story, Handprint paper chain master, Jigsaw Journals.
4. Witness and solutions	<p>I know that witnesses can make the situation better or worse by what they do</p> <p>I can problem-solve a bullying situation with others</p>	Jigsaw Chime, 'Calm Me' script, Sponge ball, Jigsaw Jino, Playground pictures: 'Bullied 1' and 'Bullied 2', 'Solve it together' poster, Scenario cards, Jigsaw Journals.
5. Words that harm	<p>I recognise that some words are used in hurtful ways</p> <p>I try hard not to use hurtful words (e.g. gay, fat)</p>	Jigsaw Chime, 'Calm Me' script, 'Sticks and stones' PowerPoint slide, Jigsaw Jino, 'Solve it together' resource sheet/poster, Jigsaw Journals.
6. Celebrating difference: compliments Assessment Opportunity ★	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I know how to give and receive compliments</p>	Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'The Colours of Friendship', Large kite display, Small kites templates and six bows per child, Tree branch with leaves on it, Jigsaw Journals, Attainment Descriptor Grid.

Dreams and Goals

Puzzle Overview - Year 3

Puzzle 3 Dreams and Goals	Puzzle Outcome	Resources
Pieces		
1. Dreams and Goals	<p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p>	Jigsaw Chime, 'Calm Me' script, Challenge PowerPoint slides, Challenge picture cards (PowerPoint slides), Optional Channel 4 'Born to be Different' excerpts, Jigsaw Journals.
2. My Dreams and Ambitions	<p>I can identify a dream/ambition that is important to me</p> <p>I can imagine how I will feel when I achieve my dream/ambition</p>	Jigsaw Chime, 'Calm Me' script, PowerPoint slide, Book: 'Me... Jane', by Patrick McDonnell, Materials for making display flowers, Large plant pot/window box, Flower template, Children's photos, Jigsaw Journals.
3. A New Challenge	<p>I enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>I can break down a goal into a number of steps and know how others could help me to achieve it</p>	Garden puzzle templates, Jigsaw Chime, 'Calm Me' script, Garden PowerPoint, Product Design Resource Sheet, Jigsaw Journals.
4. Our New Challenge	<p>I am motivated and enthusiastic about achieving our new challenge</p> <p>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p>	Jigsaw Song sheet: 'Learning to learn', Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Garden PowerPoint, Materials to make team products (as per design resource sheets), Jigsaw Journals.
5. Our New Challenge - Overcoming Obstacles	<p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them</p> <p>I can manage the feelings of frustration that may arise when obstacles occur</p>	'Solve it together' technique poster, Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to learn', Materials to make their products and labels/leaflets, Jigsaw Journals.
6. Celebrating My Learning Assessment Opportunity ★	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and can store my feelings in my internal treasure chest</p>	Garden puzzles, Jigsaw Chime, 'Calm Me' script, Self-review PowerPoint slide, Jigsaw Journals, Jigsaw Jino.

Healthy Me

Puzzle Overview - Year 3

Puzzle 4 Healthy Me	Puzzle Outcome	Resources
Pieces		
1. Being Fit and Healthy	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I can set myself a fitness challenge</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Keep fit, keep healthy', PowerPoint slides: healthy and unhealthy pets, YouTube clip about the heart: www.youtube.com/watch?v=gxUNxvsG7lc YouTube clip about the lungs: www.youtube.com/watch?v=SejXhR6kEvg Jigsaw Journals.</p>
2. Being Fit and Healthy	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I can set myself a fitness challenge</p>	<p>Jigsaw Chime, 'Calm Me' script, PowerPoint slide: children's activity, Fitness challenge template, PowerPoint slide: Are these drugs or not?, Feeling words template, Jigsaw Journals.</p>
3. What Do I Know about Drugs?	<p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify how I feel towards drugs</p>	<p>Jigsaw Chime, 'Calm Me' script, Hula hoop, A4 white paper and pen for each child, Draw and Write instruction sheet, Jigsaw Journals.</p>
4. Being Safe Assessment Opportunity ★	<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 including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>Jigsaw Chime, 'Calm Me' script, Jaws theme music (from YouTube), Jigsaw Jino, 'We are keeping safe from...' sheet, Keeping Safe template sheets x3, Jigsaw Journals.</p>
5. Being Safe at Home	<p>I understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>I can take responsibility for keeping myself and others safe at home</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, Empty bottles/containers: some dangerous and some not dangerous, PowerPoint slide: Hazard Symbols, Picture of items found in garden shed, garage, under kitchen sink and in bathroom cabinet, 'What's in your...?' sheets, Jigsaw Journals.</p>
6. My Amazing Body	<p>I understand how complex my body is and how important it is to take care of it</p> <p>I respect my body and appreciate what it does for me</p>	<p>Jigsaw Chime, 'Calm Me' script, Clips of the Olympic and Paralympic Games (selection of clips on YouTube), PowerPoint slides: My amazing body, Jigsaw Journals.</p>

Relationships

Puzzle Overview - Year 3

Puzzle 5 Relationships	Puzzle Outcome	Resources
Pieces		
1. Family Roles and Responsibilities 	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>I can describe how taking some responsibility in my family makes me feel</p>	<p>Jigsaw Chime, 'Calm Me' script, Male /female Jobs PowerPoint, Male/female/both cards, Sets of the 'Whose Responsibility?' cards, Jigsaw Journals, Jigsaw Jino.</p>
2. Friendship 	<p>I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener</p> <p>I know how to negotiate in conflict situations to try to find a win-win solution</p>	<p>Jigsaw Chime, 'Calm Me' script, Donkey PowerPoint, 'Solve it together' technique, Mending friendships resource sheet, Friendship conflict scenarios, Jigsaw Journals.</p>
3. Keeping Myself Safe 	<p>I know and can use some strategies for keeping myself safe</p> <p>I know who to ask for help if I am worried or concerned</p>	<p>Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Dangers in the home posters (kitchen/ bathroom): http://www.homesafetygame.com/pdf/KAS1.pdf http://www.homesafetygame.com/pdf/BAS1.pdf, keep safe labels, Jigsaw Journals.</p>
4. Being a Global Citizen 1 Assessment Opportunity ★ 	<p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I can show an awareness of how this could affect my choices</p>	<p>Inflatable globe, Jigsaw Chime, 'Calm Me' script, Bag of items including fair trade chocolate, a T-shirt made in a different country, rice, sugar, coffee, Book: 'The World Came to My Place Today' by Readman and Roberts, PowerPoint: Children, Jigsaw Journals.</p>
5. Being a Global Citizen 2 	<p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</p>	<p>A set of the 'Wants and needs' cards cut up, Jigsaw Chime, 'Calm Me' script, PowerPoint: Children around the world, Oxfam materials 'Change the World in Eight Steps', and Millenium Development goals posters accessed at: http://www.oxfam.org.uk/education/resources/change-the-world-in-eight-steps, Unicef website: http://www.unicef.org/crc/, PowerPoint slide 'Articles from UNCRC', Jigsaw Journals.</p>
6. Celebrating My Web of Relationships 	<p>I know how to express my appreciation to my friends and family</p> <p>I enjoy being part of a family and friendship groups</p>	<p>Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning Together', 'Relationship Circles' template - A3 for demonstration and A4 for each child.</p>

Changing Me

Puzzle Overview - Year 3

Puzzle 6 Changing Me	Puzzle Outcome	Resources
Pieces		
1. How Babies Grow	<p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>I can express how I feel when I see babies or baby animals</p>	Jigsaw Chime, 'Calm Me' script, Baby/mother pair cards, PowerPoint slides - Babies, Jigsaw Jino, Visiting mum and baby (if possible) OR new baby pet pictures OR book: 'My New Baby' by Anne Kubler, Jigsaw Journals.
2. Babies	<p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p> <p>I can express how I might feel if I had a new baby in my family</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Baby PowerPoint - slides, Post-it notes, Flip chart paper, Book: 'My Baby Sister' by Emma Chichester Clark, Jigsaw Jino, Magazines/catalogues showing things for babies, Jigsaw Journals.
3. Outside Body Changes	<p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I recognise how I feel about these changes happening to me and know how to cope with those feelings</p>	Jigsaw Chime, 'Calm Me' script, Outline figure of a body on large flipchart paper, Set of Body Change cards, PowerPoint slides: Body Changes, 'My Life, My Changes' sheet, Jigsaw Journals.
4. Inside Body Changes Assessment Opportunity ★	<p>I can identify how boys' and girls' bodies change on the inside 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 know how to cope with these feelings</p>	Jigsaw Chime, 'Calm Me' script, Parent/Child cards, PowerPoint slides: Body Changes from Piece 3, PowerPoint slides: Changes on the inside, Animations: Male and Female Reproductive Systems, 'The Great, Growing Up Adventure' sheet, Jigsaw Jino, Jigsaw Jino's Private Post Box, for comments and questions, Jigsaw Journals.
5. Family Stereotypes	<p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p>	Jigsaw Chime, 'Calm Me' script, Charades cards, Jigsaw Jino, Task card resource sheet, Flipchart paper, plain pillow cases, Fabric pens/ paints, Jigsaw Journals.
6. Looking Ahead	<p>I can identify what I am looking forward to when I am in Year 4</p> <p>I can start to think about changes I will make when I am in Year 4 and know how to go about this</p>	Jigsaw Chime, 'Calm me' script, Jigsaw Jino, Two visiting Year 4 pupils, Wooden batons, Different coloured ribbons/crepe paper strips, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Journals.

Being Me in My World

Puzzle Overview - Year 1

Puzzle 1 Being Me in My World	Puzzle Outcome	Resources
Pieces		
1. Becoming a Class 'Team' 	<p>I know my attitudes and actions make a difference to the class team</p> <p>I know how to use my Jigsaw Journal</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded</p> <p>I try to make people feel welcome and valued</p>	<p>Jigsaw Charter, Jigsaw chime, 'Calm Me' script, Jigsaw Jaz, Meet and Greet Bingo resource sheet, Included/excluded PowerPoint slides, sponge football, post-its, Jigsaw Journals.</p>
2. Being a School Citizen 	<p>I understand who is in my school community, the roles they play and how I fit</p> <p>I can take on a role in a group and contribute to the overall outcome</p>	<p>Jigsaw chime, 'Calm Me' script, Jigsaw Charter, sponge football, school community role cards, role cards and blank job description cards, Jigsaw Journals.</p>
3. Rights, Responsibilities and Democracy 	<p>I understand how democracy works through the school council</p> <p>I can recognise my contribution to making a Learning Charter for the whole school</p>	<p>Jigsaw chime, 'Calm Me' script, Jigsaw Charter, Jigsaw Jaz, 'Choices' song sheet, UNCRC Rights of the Child (Unicef leaflet for teacher use), Spot the difference pictures (Articles 12 and 28), UNCRC Resource sheet, Jigsaw Journals.</p>
4. Rewards and Consequences 	<p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I understand how rewards and consequences motivate people's behaviour</p>	<p>Jigsaw chime, 'Calm Me' script, Jigsaw Charter, spongeball/orange, scenario cards, Jigsaw Journals.</p>
5. Our Learning Charter 	<p>I understand how groups come together to make decisions</p> <p>I can take on a role in a group and contribute to the overall outcome</p>	<p>Jigsaw chime, 'Calm Me' script, Jigsaw Charter, Decision PowerPoint slides, Decision response sheet, straws and marshmallows, Learning Charter, Jigsaw Journals.</p>
6. Owing our Learning Charter 	<p>I understand how democracy and having a voice benefits the school community</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p>	<p>Jigsaw chime, 'Calm Me' script, Jigsaw Charter, Choices Bingo Sheets, 'Choices' song sheet, Children's group illustrations from previous Piece, Learning Charter, UNCRC Article 12 (see Piece 3), Jigsaw Journals, certificates.</p>


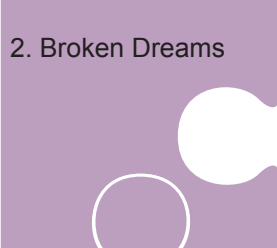



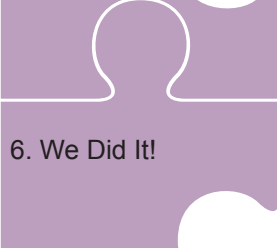
Celebrating Difference

Puzzle Overview - Year 4

Puzzle 1 Being Me in My World	Puzzle Outcome	Resources
Pieces		
1. Judging by Appearances	I understand that, sometimes, we make assumptions based on what people look like I try to accept people for who they are	Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, Character pictures , A pair of cardboard spectacles with coloured lenses (coloured cellophane) for each child, A pair of spectacles with clear lenses for each child , Character answer cards.
2. Understanding Influences	I understand what influences me to make assumptions based on how people look I can question why I think what I do about other people	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Optical illusion picture e.g. young/old lady (www.eyetricks.com), Picture of a dog , Response strips, Jigsaw Journals.
3. Understanding Bullying	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I know how it might feel to be a witness to and a target of bullying	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Playground Blues', Jigsaw Jaz, BBC Learning Clip 6578: 'Why it is important to have good friends', Flipchart-sized cardboard cut-out person (per group) and flipchart pens, Flipchart-sized spectacles cut outs (per group), Jigsaw Journals.
4. Problem-solving	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can problem-solve a bullying situation with others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz CBBC Newsround special film: 'Whose side are you on?', Flipchart, Picture of spectacles/ glasses, BBC Learning Clip 7147: 'How to beat cyber bullying', Websites: Kidscape, Childline, Beatbullying, CBBC, Jigsaw Journals.
5. Special Me	I can identify what is special about me and value the ways in which I am unique I like and respect the unique features of my physical appearance	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Coloured strips of paper, Glue sticks, Book: 'Ruby' by Maggie Glen, Photos of class members, Template photo frames, Jigsaw Journals.
6. Celebrating Difference: how we look Assessment Opportunity ★	I can tell you a time when my first impression of someone changed when I got to know them I can explain why it is good to accept people for who they are	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Book: 'A Pig Is Moving In!' by Claudia Fries, Jigsaw Journals , Blue and red spectacle templates, one for each child, Puzzle 2 Attainment Descriptor Grid.

Dreams and Goals

Puzzle Overview - Year 4

Puzzle 3 Dreams and Goals	Puzzle Outcome	Resources
Pieces		
1. Hopes and Dreams 	I can tell you about some of my hopes and dreams I know how it feels to have hopes and dreams	Jigsaw Chime, 'Calm Me' script, BBC Learning Clip 10842: Setting and achieving a goal, Jigsaw Jaz, Book: 'Salt In His Shoes' by Deloris and Roslyn M. Jordan, Doubled-sided mirror/reflective card, Beads/ribbons/decorative art materials, Jigsaw Journals.
2. Broken Dreams 	I understand that sometimes hopes and dreams do not come true and that this can hurt I know how disappointment feels and can identify when I have felt that way	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to learn', Hope and dream scenario cards, Jigsaw Jaz, Mirror dream mobiles from previous Piece, Jigsaw Journals.
3. Overcomig Disappointment 	I know that reflecting on positive and happy experiences can help me to counteract disappointment I know how to cope with disappointment and how to help others cope with theirs	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to learn', Hope and dream scenario cards (from previous Piece), Post-it notes, Jigsaw Journals.
4. Creating New Dreams Assessment Opportunity ★ 	I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude	Jigsaw Chime, 'Calm Me' script, BBC Learning Clip7180: Recovering from disappointment in sport, Jigsaw Song sheet: 'Learning to learn', Jigsaw Jaz, Dream Cloud resource sheet, Jigsaw Journals.
5. Achieving Goals 	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group I can enjoy being part of a group challenge	Garden puzzle templates, Jigsaw Chime, 'Calm Me' script, Garden PowerPoint , Jigsaw Jaz, Design template resource sheet, Jigsaw Journals.
6. We Did It! 	I can identify the contributions made by myself and others to the group's achievement I know how to share in the success of a group and how to store this success experience in my internal treasure chest	Jigsaw Chime, 'Calm Me' script, Materials to make team designs as per design sheet (guided art materials), Self-review PowerPoint, Jigsaw Jaz, Jigsaw Song sheet: 'Learning to learn'.

Healthy Me

Puzzle Overview - Year 4

Puzzle 4 Healthy Me	Puzzle Outcome	Resources
Pieces		
1. My Friends and Me 	<p>I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Concentric circles template, Jigsaw Journals.</p>
2. Group Dynamics 	<p>I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations</p> <p>I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with</p>	<p>Jigsaw Chime, 'Calm Me' script, Animal characteristics template, Jigsaw Journals.</p>
3. Smoking 	<p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p>	<p>Jigsaw Chime, 'Calm Me' script, Smoking facts grid 1 and grid 2, Smoking scenarios, Jigsaw Jaz, Jigsaw Journals.</p>
4. Alcohol 	<p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p>	<p>Jigsaw Song sheet: 'Keep fit, keep healthy', Jigsaw Chime, 'Calm Me' script, Red and green cards (one for each child), Powerpoint: Alcohol quiz, PowerPoint: Facts about the liver, Jigsaw Journals.</p>
5. Healthy Friendships Assessment Opportunity ★ 	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Keep fit, keep healthy', Aiden's story, Materials for recipe book contributions, Jigsaw Journals.</p>
6. Celebrating My Inner Strength and Assertiveness 	<p>I know myself well enough to have a clear picture of what I believe is right and wrong</p> <p>I can tap into my inner strength and know how to be assertive</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Keep fit, keep healthy', Aiden's story, dictionary/thesaurus, Jigsaw Journals.</p>

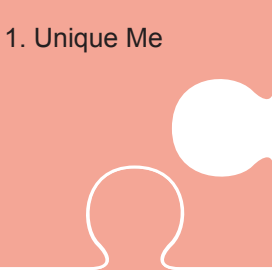
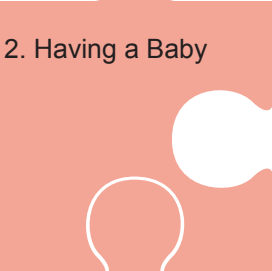

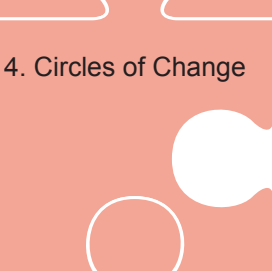
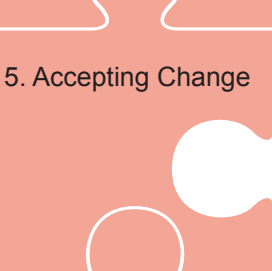

Relationships

Puzzle Overview - Year 4

Puzzle 5 Relationships	Puzzle Outcome	Resources
Pieces	Help me fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta'	
1. Relationship Web 	<p>I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</p> <p>I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them</p>	Jigsaw Chime, 'Calm me' script, Jigsaw Jaz, Relationship spiral template, Art materials: gems, glitter, ribbons etc., Jigsaw Charter.
2. Love and Loss 	<p>I can identify someone I love and can express why they are special to me</p> <p>I know how most people feel when they lose someone or something they love</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, 'Goodbye Mousie' by Robie H. Harris, Flipchart prepared with scenarios, Post-it notes, Jigsaw Journals.
3. Memories 	<p>I can tell you about someone I know that I no longer see</p> <p>I understand that we can remember people even if we no longer see them</p>	Children's souvenirs, Jigsaw Chime, 'Calm Me' script, Post-it notes or slips of paper, Book: 'Badger's Parting Gifts' by Susan Varley, Jigsaw Song sheet: Learning together, Jigsaw Journals.
4. Are Animals Special? Assessment Opportunity ★ 	<p>I can explain different points of view on an animal rights issue</p> <p>I can express my own opinion and feelings on this</p>	Flipchart paper and marker pens, Timer, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Internet/library access to help with preparing arguments for a debate, Jigsaw Journals.
5. Special Pets 	<p>I understand how people feel when they love a special pet</p> <p>I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet</p>	Jigsaw Chime, 'Calm Me' script, Book: 'I'll Always Love You' by Hans Wilhelm or 'Goodbye Mousie' by Robie H Harris, Memory box challenge resource sheet, Cardboard treasure chest boxes, Materials to make and present memory boxes, Jigsaw Journals.
6. Celebrating My Relationships with People and Animals 	<p>I know how to show love and appreciation to the people and animals who are special to me</p> <p>I can love and be loved</p>	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Fabric for relationship collage - Felt squares 25cmx25cm per child, Sewing needles and cotton, Willing parent helpers!, Jigsaw Journals.

Changing Me

Puzzle Overview - Year 4

Puzzle 6 Changing Me	Puzzle Outcome	Resources
Pieces		
1. Unique Me 	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>I appreciate that I am a truly unique human being</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Cat and kitten cards, 'My Parents and Me' Puzzle templates, Jigsaw Journals.</p>
2. Having a Baby 	<p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, 'Making Things' cards, Sheets of flipchart paper prepared with questions written at the top, Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides, Jigsaw Journals.</p>
3. Girls and Puberty 	<p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>	<p>Jigsaw Chime, 'Calm Me' script, 'How do I feel about puberty' cards, A 'bag of tricks' - a mystery bag containing a collection of items relating to puberty and growing up, for a lucky dip activity, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort and/or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz.</p>
4. Circles of Change 	<p>I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I am confident enough to try to make changes when I think they will benefit me</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jaz, Season tree pictures, Book: 'Moving House' by Anna Civardi and Stephen Cartwright, Circle of change PowerPoint slide, Circle of change diagram, Circle of change template, Split pins, Jigsaw Journals.</p>
5. Accepting Change 	<p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Emotions cards, Jigsaw Song sheet: 'Changing as I grow', Season tree pictures from Piece 4, Change Scenario cards, Jigsaw Journals.</p>
6. Looking Ahead Assessment Opportunity ★ 	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Two visiting Year 5 pupils, Circle of change template, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Journals.</p>

Being Me in My World

Puzzle Overview - Year 5

Puzzle 1 Being Me in My World	Puzzle Outcome Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter	Resources
Pieces		
1. My Year Ahead	<p>I can face new challenges positively and know how to set personal goals</p> <p>I know how to use my Jigsaw Journal</p> <p>I know what I value most about my school and can identify my hopes for this school year</p>	Jigsaw Charter, Jigsaw chime, 'Calm Me' script, 'Another Brick in the Wall' - Pink Floyd, recording of song and lyrics, Jigsaw Jez, paper bricks, Head teacher, Jigsaw Journals.
2. Being Me in Britain	<p>I understand my rights and responsibilities as a British citizen</p> <p>I can empathise with people in this country whose lives are different to my own</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, PowerPoint montage: Great Britain, Children picture puzzle cards 1, UNCRC Article cards, BBC Learning Clips - Clip no. 550 Child poverty and housing - Keona and Chantelle's story, Rights cards, Interview prompt sheet, Jigsaw Journals, Jigsaw Jez.
3. Year 5 Responsibilities	<p>I understand my rights and responsibilities as a British citizen and a member of my school</p> <p>I can empathise with people in this country whose lives are different to my own</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, 'Choices' song sheet, Children picture puzzle cards 2, UNCRC Article cards, post-its, Jigsaw Jez, Jigsaw Journals.
4. Rewards and Consequences	<p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand that my actions affect me and others</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, Reward PowerPoint slide, Jigsaw Jez, Jigsaw Jez's bag, Clip of London Riots 2011 (for use if time), Piece 3 flipchart - Rights/Responsibilities, Learning Charter puzzle pieces, Jigsaw Journals.
5. Our Learning Charter	<p>I understand how an individual's behaviour can impact on a group</p> <p>I can contribute to the group and understand how we can function best as a whole</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, 'Choices' - song sheet, School Learning Charter, Jigsaw Journal.
6. Owing our Learning Charter	<p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, juggling balls, 'Another Brick in the Wall' - Pink Floyd, recording of song and lyrics, Learning Charter, Jigsaw Jez, Jigsaw Journals, certificates.


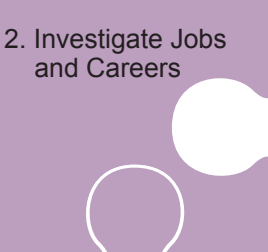
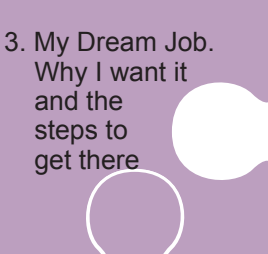
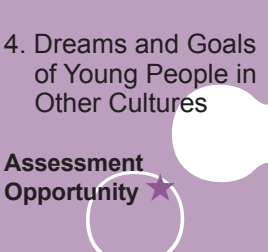

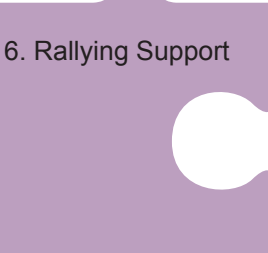
Celebrating Difference

Puzzle Overview - Year 5

Puzzle 2 Celebrating Difference	Puzzle Outcome	Resources
Pieces	Help me fit together the six pieces of learning about Celebrating Difference to create a Hall of Fame display	
1. Different cultures	<p>I understand that cultural differences sometimes cause conflict</p> <p>I am aware of my own culture</p>	Jigsaw Chime, 'Calm Me' script, Culture wheel template, Jigsaw Journals, Culture PowerPoint pictures.
2. Racism	<p>I understand what racism is</p> <p>I am aware of my attitude towards people from different races</p>	Jigsaw Chime, 'Calm Me' script, BBC Learning Clip: 5597 Experiencing Racism, Book: 'Taller than Before' by Bernard Ashley, Websites: www.picbadges.com/anti-racism-ribbon/1382140/ , www.angelfire.com/ok/hexichess/race.html , Ribbon template, Jigsaw Journals.
3. Rumours and name-calling	<p>I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one</p>	Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'Playground Blues', Jigsaw Jez, PowerPoint scenario picture: Carol Orange and yellow post-its, Example Snakes and Ladders game, A3 board game grids, Scenario strip templates, Snake and ladder templates, Jigsaw Journals.
4. Types of bullying	<p>I can explain the difference between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Snake and ladder board game from Piece 3, Dice and counters, Snake and ladder templates, Orange and yellow post-its, Puzzle 2 Attainment descriptor grid, Jigsaw Journals.
5. Does money matter?	<p>I can compare my life with people in the developing world</p> <p>I can appreciate the value of happiness regardless of material wealth</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Happiness cards, Jigsaw Journals, BBC Learning Clip: 13599 Children working on Cocoa Plantation in Ghana, Culture Wheels (for next week), Culture Cards.
6. Celebrating difference across the world	<p>I can enjoy the experience of a culture other than my own</p> <p>I respect my own and other people's cultures</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, Culture wheels, Materials/resources for group displays, Display area.



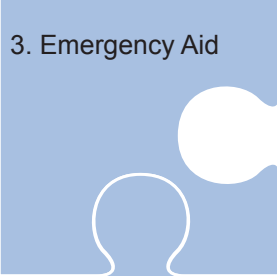
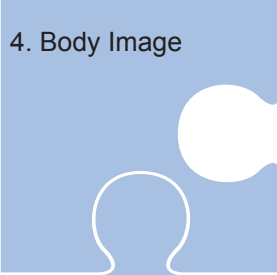


Dreams and Goals

Puzzle Overview - Year 5

Puzzle 3 Dreams and Goals	Puzzle Outcome	Resources
Pieces		
<p>1. When I Grow Up (My Dream Lifestyle)</p> 	<p>I understand that I will need money to help me achieve some of my dreams</p> <p>I can identify what I would like my life to be like when I am grown up</p>	<p>Jigsaw Chime, 'Calm Me' script, YouTube clip and song lyrics for song: 'When I grow up', from the musical 'Matilda', Book: 'When I grow up' by Leonid Gore, Jigsaw Jez, Jigsaw Journals, Dream cloud template, Ribbon, Plant/potted tree branch for Dream Tree display.</p>
<p>2. Investigate Jobs and Careers</p> 	<p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I appreciate the contributions made by people in different jobs</p>	<p>Jigsaw Chime, 'Calm Me' script, Job charades cards, Jigsaw Jez, Jobs and Salaries cards, Jigsaw Journals.</p>
<p>3. My Dream Job. Why I want it and the steps to get there</p> 	<p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p>	<p>Job cards (Charades cards from Piece 2), Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to learn', Book: 'When I Grow Up' by P.K. Hallinan, Internet/library books, My Ideal Job resource sheet, Jigsaw Journals.</p>
<p>4. Dreams and Goals of Young People in Other Cultures</p> <p>Assessment Opportunity ★</p> 	<p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I can reflect on how these relate to my own</p>	<p>Jigsaw Chime, 'Calm Me' script, Dream Tree from Piece 1, Jigsaw Jez, Child pictures, BBC Learning Clip 4499: Life in rural Kenya, Dream spiral template, Jigsaw Journals.</p>
<p>5. How We Can Support Each Other</p> 	<p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</p>	<p>Jigsaw Chime, 'Calm Me' script, Bag of items including Fairtrade chocolate, Comic Relief clip, Jigsaw Jez, Project planning sheet, Jigsaw Journals.</p>
<p>6. Rallying Support</p> 	<p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p> <p>I understand why I am motivated to make a positive contribution to supporting others</p>	<p>Jigsaw Song sheet: 'Learning to lean, Jigsaw Chime, 'Calm Me' script, Children pictures from Piece 4, Sport Relief bake-off video clip, Jigsaw Jez, Jigsaw Journals.</p>




Healthy Me

Puzzle Overview - Year 5

Puzzle 4 Healthy Me	Puzzle Outcome	Resources
Pieces		
1. Smoking 	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Smoking quiz questions and answers, Small prize for winning quiz team, PowerPoint slide of Tobacco Industry's Poster Child from www.ash.org.uk/information/resources/visual-resources, Jigsaw Journals.</p>
2. Alcohol 	<p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p>	<p>Jigsaw Chime, 'Calm Me' script, Alcohol Grid template, BBC Learning Clip 10188 Alcohol - Madison's story, BBC Learning Clip 10186 Alcohol - Ben's story, PowerPoint slide: anti-social behaviour, Jigsaw Journals.</p>
3. Emergency Aid 	<p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I know how to keep myself calm in emergencies</p>	<p>Jigsaw Chime, 'Calm Me' script, Recovery position clip St John Ambulance website: www.sja.org.uk/sja/first-aid-advice/videos.aspx?m=ry347juq2g, Storyboard template, Emergency situation cards, Jigsaw Journals.</p>
4. Body Image 	<p>I understand how the media and celebrity culture promotes certain body types</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p>	<p>Jigsaw Chime, 'Calm Me' script, PowerPoint slides: Body image, PowerPoint slide: Altered images, BBC School Radio clip on body image: www.bbc.co.uk/schoolradio/subjects/pshecitizenship/psheclips/diversity/body_image, YouTube clip Fotoshop by Adobe www.youtube.com/watch?v=S_vVUIYOMJM, Jigsaw Journals.</p>
5. My Relationship with Food Assessment Opportunity ★ 	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>Jigsaw Chime, 'Calm Me' script, 'Food is...' sorting cards, Recipe cards, A5 white card, Jigsaw Journals.</p>
6. Healthy Me 	<p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> <p>I am motivated to keep myself healthy and happy</p>	<p>Jigsaw Chime, 'Calm Me' script, Sort the Sentence template, Jigsaw Song sheet: 'Keep Fit, Keep Healthy' Jigsaw Journals.</p>

Relationships

Puzzle Overview - Year 5

Puzzle 5 Relationships	Puzzle Outcome	Resources
Pieces		
<p>1. Recognising Me</p> 	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I know how to keep building my own self-esteem</p>	<p>Jigsaw Chime, 'Calm Me' script, Large sheets of paper and marker pens, A piece of paper for each child, possibly cut out in the shape of a human figure, Jigsaw Journals.</p>
<p>2. Getting On and Falling Out</p> 	<p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I know how to stand up for myself and how to negotiate and compromise</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Charter, Paper and marker pens for 'Friendship is ...' statements, 'Make Friends, Break Friends?' scenario cards, Mending Friendships poster, Solve it together technique, Pictures or photographs illustrating aspects of friendship, Jigsaw Jez, Jigsaw Journals.</p>
<p>3. Girlfriends and Boyfriends</p> 	<p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend</p>	<p>Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Jigsaw Charter, 'Agree' and 'Disagree' labels, PowerPoint slides of boy-friend/girl-friend couples, Flipchart paper, Diamond 9 cards 'You might go out with someone because...' - some with text, some blank sets of these cut up for each group, Jigsaw Journals.</p>
<p>4. Girlfriends and Boyfriends</p> 	<p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I can recognise the feeling of jealousy, where it comes from and how to manage it</p>	<p>Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, 'The Way I Feel' - copies printed on A3 for each group, Coloured pens, Jigsaw Journals.</p>
<p>5. Relationships and Technology</p> 	<p>I understand how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, An adult volunteer and a means of concealing them while they type responses for the children to see on the whiteboard, A poster promoting internet safety for children, such as Childnet's 'Be SMART on the Internet' (downloadable at http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf), YouTube clip: CEOP, Jigsaw: Assembly for 8-10 year olds, (CEOP Thinkuknow), Materials for the children to design their own posters, Jigsaw Journals.</p>
<p>6. Relationships and Technology</p> <p>Assessment Opportunity ★</p> 	<p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>	<p>Jigsaw Chime, 'Calm Me' script, 'Personal Record Sheet' proforma, Materials for creating posters or leaflets, Child net website, YouTube clip: CEOP, Jigsaw: Assembly for 8-10 year olds, (CEOP Thinkuknow), 'Be SMART on the Internet' (downloadable at http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf), Jigsaw Journals.</p>

Changing Me

Puzzle Overview - Year 5

Puzzle 6 Changing Me	Puzzle Outcome	Resources
Pieces		
1. Self and Body Image	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I know how to develop my own self esteem</p>	<p>Jigsaw Chime, 'Calm Me' script, Ball, Jigsaw Jez, Self-image cards, Image PowerPoint slide, Self-image picture frame card template, Jigsaw Journals.</p>
2. Puberty for Girls	<p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint slides of male and female bodies, Animation: The Female Reproduction System, Menstruation Card Match, Sets of a range of sanitary products: tampons with and without applicators, pads with and without wings, pads of varying sizes, colours and shapes, Great Growing Up resource sheet, Menstruation Worries cards - one for each working group, If available: some examples of published information leaflets about puberty, Jigsaw Jez's private post box, Jigsaw Journals.</p>
3. Puberty for Boys Assessment Opportunity ★	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Tennis ball, Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slides: male organs (as per Year 4 Piece 2) Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or PowerPoint presentation, If available: some examples of published information leaflets about puberty, Jigsaw Journals.</p>
4. Conception	<p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways</p>	<p>Jigsaw Chime, 'Calm me' script, Jigsaw Jez, Relationships Cards, enough for one for each child, Category labels for the room corners: Family Relationships..., etc., Animation: The Female Reproductive System and The Male Reproductive System, Having A Baby Diamond 9 cards, PowerPoint slides: A Baby in the Womb, - The Truth About Conception and Pregnancy card sort - statements, true/false cards, and explanation cards.</p>
5. Looking Ahead	<p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I am confident that I can cope with the changes that growing up will bring</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Jigsaw Song sheet: 'Changing as I grow', Birthday cake and candles, Selection of age 13 birthday cards/PowerPoint pictures, Flip chart paper, Jigsaw Journals.</p>
6. Looking Ahead to Year 6	<p>I can identify what I am looking forward to when I am in Year 6</p> <p>I can start to think about changes I will make when I am in Year 6 and know how to go about this</p>	<p>Jigsaw Chime, 'Calm Me' script, Six visiting Year 6 pupils, Jigsaw Jez, Spinning top template, Circle of change template, Jigsaw Journals, Pot of bubbles.</p>

Being Me in My World

Puzzle Overview - Year 6

Puzzle 1 Being Me in My World	Puzzle Outcome Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter	Resources
Pieces		
1. My Year Ahead	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know how to use my Jigsaw Journal</p> <p>I feel welcome and valued and know how to make others feel the same</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, Meet and Greet Bingo sheets, Tom Daley: My Story PowerPoint and/or book, spiral and flag templates, Jigsaw Jem, Jigsaw Journals.
2. Being a Global Citizen 1	<p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand my own wants and needs and can compare these with children in different communities</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, PowerPoint slide - 5 questions, BBC Learning Clip -13599, chocolate/sweets as prizes, Jigsaw Journals.
3. Being a Global Citizen 2	<p>I understand that my actions affect other people locally and globally</p> <p>I understand my own wants and needs and can compare these with children in different communities</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, Jigsaw Jem, strips of paper (one for each child), Maslow triangle PowerPoint and templates, BBC Learning clips 12465 and 10739, Jigsaw Journals.
4. The Learning Charter	<p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, treasure box with rattly treasure and obstacles, Jigsaw Journal, example completed Learning Charter, Learning Charter template.
5. Consequences	<p>I understand how an individual's behaviour can impact on a group</p> <p>I can contribute to the group and understand how we can function best as a whole</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, postcards cut into six pieces, Jigsaw Jem's bag, 'Piece of machinery' cards, 'Choices' - song sheet, school Learning Charter, Jigsaw Journals.
6. Owning our Learning Charter	<p>I understand how democracy and having a voice benefits the school community</p> <p>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</p>	Jigsaw chime, 'Calm Me' script, Jigsaw Charter, juggling ball, Jigsaw Jem, Learning Charter, Jigsaw Journals, certificates.







Celebrating Difference

Puzzle Overview - Year 6

Puzzle 2 Celebrating Difference	Puzzle Outcome	Resources
Pieces	Help me fit together the six pieces of learning about Celebrating Difference to create a Hall of Fame display	
1. Am I Normal? 	<p>I understand there are different perceptions about what normal means</p> <p>I can empathise with people who are living with disabilities</p>	Jigsaw Chime, 'Calm Me' script, Blindfold, ear plugs, Task equipment e.g. Jenga, Lego, Play Doh, BBC Learning Clip 13706: Visual impairment - Theo's story, Jigsaw Jem, Jigsaw Journals.
2. Understanding Disability 	<p>I understand how having a disability could affect someone's life</p> <p>I am aware of my attitude towards people with disabilities</p>	Jigsaw Chime, 'Calm Me' script, Oranges, Jigsaw Jem, BBC Learning Clip 13703: Archie's story, Jigsaw Journals.
3. Power Struggles 	<p>I can explain some of the ways in which one person or a group can have power over another</p> <p>I know how it can feel to be excluded or treated badly by being different in some way</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Puzzle Song sheet: 'Playground Blues', Cardboard thought and feelings bubbles, Power scenario resource sheet, Jigsaw Journals.
4. Why Bully? 	<p>I know some of the reasons why people use bullying behaviours</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one</p>	Jigsaw Chime, 'Calm me' script, Jigsaw Jem, Poem: Killing ground by Adrian Mitchell (or similar poem), Scenario cards, Jigsaw Journals.
5. Celebrating Difference 	<p>I can give examples of people with disabilities who lead amazing lives</p> <p>I appreciate people for who they are</p>	Jigsaw Chime, 'Calm Me' script, Ball, Jigsaw Jem, Power point slide of Para-Olympians, YouTube clip - Para-Olympian, Jigsaw Journals.
6. Celebrating Difference Assessment Opportunity ★ 	<p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p> <p>I can show empathy with people in either situation</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Puzzle Song sheet: 'The Colours of Friendship', PowerPoint slide: pictures of conflict/celebration, Peer assessment sheet, Puzzle 2 Attainment Descriptor Grid, Jigsaw Journals.

Dreams and Goals

Puzzle Overview - Year 6

Puzzle 3 Dreams and Goals	Puzzle Outcome	Resources
Pieces		
1. Personal Learning Goals 	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)</p> <p>I understand why it is important to stretch the boundaries of my current learning</p>	<p>Sponge ball, Jigsaw Chime, 'Calm Me' script, Strength cards, Jigsaw Jem, Book: 'Wonder Goal' by Michael Foreman, Goal cards template, Jigsaw Journals.</p>
2. Steps to Success 	<p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I can set success criteria so that I will know whether I have reached my goal</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning to learn', PowerPoint slides: totem poles, Totem pole goal-setting template, 3D modelling materials e.g. cereal boxes/ Modroc/clay, Jigsaw Journals.</p>
3. My Dream For the World 	<p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</p>	<p>Jigsaw Jem, Jigsaw Song: 'Learning together', Jigsaw Chime, 'Calm Me' script, Global issue photo cards, Jigsaw Journals, Coloured triangular pieces of material and string.</p>
4. Helping to Make a Difference 	<p>I can work with other people to help make the world a better place</p> <p>I can empathise with people who are suffering or who are living in difficult situations</p>	<p>Sponge ball, Jigsaw Chime, 'Calm Me' script, Global issue photo cards (from Piece 3), Film clips (see below), Project plan sheet, Range of specific materials for their chosen challenge, Jigsaw Journals, Jigsaw Jem.</p>
5. Helping to Make a Difference Assessment Opportunity ★ 	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>	
6. Recognising Our Achievements 	<p>I know what some people in my class like or admire about me and can accept their praise</p> <p>I can give praise and compliments to other people when I recognise their contributions and achievements</p>	<p>Jigsaw Song sheet: 'Learning to learn', Jigsaw Jem, Jigsaw Chime, 'Calm Me' script, Lucky dip lolly sticks with each child's name on, Achievement card template, Jigsaw Journals.</p>

Healthy Me

Puzzle Overview - Year 6

Puzzle 4 Healthy Me	Puzzle Outcome	Resources
Pieces		
1. Food	<p>I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood</p> <p>I am motivated to give my body the best combination of food for my physical and emotional health</p>	Jigsaw Chime, 'Calm Me' script, PowerPoint slides: Effects of food and drink, True or False game, Stop, Start, Continue template, Jigsaw Journals.
2. Drugs	<p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I am motivated to find ways to be happy and cope with life's situations without using drugs</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Keep fit, keep healthy', PowerPoint slides, Drug groups and effects template, Completed drug groups and effects sheet, Jigsaw Journals.
3. Alcohol Assessment Opportunity ★	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	Jigsaw Chime, 'Calm Me' script, Action cards, BBC Learning Clip 10187 - Liam's story, PowerPoint slides of mind maps, Plain paper, Jigsaw Journals.
4. Emergency Aid	<p>I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations</p> <p>I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen</p>	Jigsaw Chime, 'Calm Me' script, Recovery position clip St John Ambulance website: www.sja.org.uk/sja/first-aid-advice/videos.aspx?m=ry347juq2g , CPR clip from NHS website: www.nhs.uk/Conditions/Accidents-and-first-aid/Pages/CPR.aspx , Storyboard template, Emergency Scenarios PowerPoint, Jigsaw Journals.
5. Emotional and Mental Health	<p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I know how to help myself feel emotionally healthy and can recognise when I need help with this</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Rhiannon's story from Young Minds website: www.youngminds.org.uk/for_children_young_people/real_stories/384_rhiannons_story , My emotional well template, Jigsaw Journals.
6. Managing Stress	<p>I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse</p> <p>I can use different strategies to manage stress and pressure</p>	Jigsaw Chime, 'Calm Me' script, Hula hoop, Play Doh, YouTube clip: Queen 'Under Pressure' - www.youtube.com/watch?v=a01QQZyl-I , Cube template (copied on to card), Glue, Jigsaw Journals

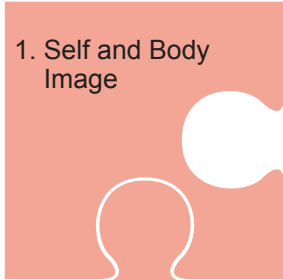
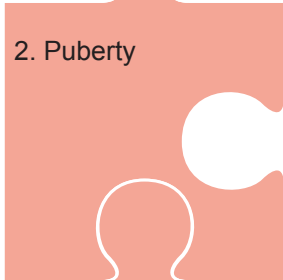


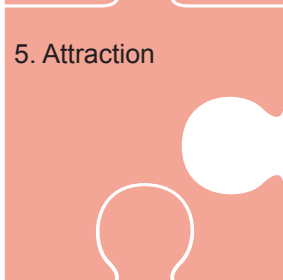
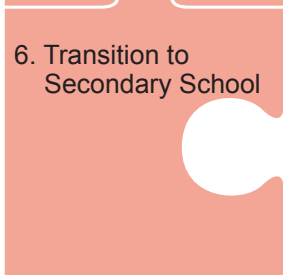
Relationships

Puzzle Overview - Year 6

Puzzle 5 Relationships	Puzzle Outcome	Resources
Pieces	Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'	
1. My Relationship Web 	<p>I can identify the most significant people to be in my life so far</p> <p>I understand how it feels to have people in my life that are special to me</p>	<p>Ball of string/wool, Jigsaw Chime, 'Calm Me' script, Box of natural objects e.g. shells, pebbles, sticks, leaves and additional boxes containing natural objects for each table, plain paper, Jigsaw Jem, Jigsaw Journals.</p>
2. Love and Loss 1 	<p>I know some of the feelings we can have when someone dies or leaves</p> <p>I can use some strategies to manage feelings associated with loss and can help other people to do so</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, 'The Sad Book' by Michael Rosen, Coping with loss scenario cards, Jigsaw Journals.</p>
3. Love and Loss 2 	<p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them</p>	<p>20 random objects on a tray, Jigsaw Chime, 'Calm Me' script, Loss or change cards, Post-its, PowerPoint - stages of grief, Jigsaw Journals.</p>
4. Power and Control Assessment Opportunity ★ 	<p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'Power and Control', Power and Control scenario cards, Jigsaw Jem, Jigsaw Journals.</p>
5. Being Safe with Technology 1 	<p>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening</p> <p>I can take responsibility for my own safety and well-being</p>	<p>'Chat Room Abbreviations' - a checklist, Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Cyberbullying film 'Let's Fight It Together' http://www.childnet.com/resources/lets-fight-it-together, Be SMART on the Internet' poster: http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf, Online scenario cards, Jigsaw song sheet - 'Learning Together'.</p>
6. Being Safe with Technology 2 	<p>I can use technology positively and safely to communicate with my friends and family</p> <p>I can take responsibility for my own safety and well-being</p>	<p>Jigsaw Song sheet - 'Learning Together', 'Keeping Myself Safe Online' quiz, Jigsaw Chime, 'Calm Me' script, Materials for poster design, Filming equipment, Jigsaw Journals.</p>

Changing Me

Puzzle Overview - Year 6

Puzzle 6 Changing Me	Puzzle Outcome	Resources
Pieces		
1. Self and Body Image 	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I know how to develop my own self esteem</p>	<p>Jigsaw Chime, 'Calm me' script, Jigsaw Song sheet: 'Changing as I grow', PowerPoint of celebrity images, 'Real' self/'ideal' self template, Highlighter pens, Jigsaw Journals, 3 bottles as props, Smoothie label template, Smoothie recipe template, Fruit smoothies (optional).</p>
2. Puberty 	<p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>II can express how I feel about the changes that will happen to me during puberty</p>	<p>Jigsaw Chime, 'Calm Me' script, Growing-Up Bingo cards, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides showing girl to woman and boy to man, Animations: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Blank paper, Jigsaw Jem's Private Post Box.</p>
3. Girl Talk/Boy Talk 	<p>I can ask the questions I need answered about changes during puberty</p> <p>I can reflect on how I feel about asking the questions and about the answers I receive</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Preferably two separate spaces for boys and girls to work separately, The questions submitted by the children at the end of the previous Piece, typed up and checked for anonymity, and sorted into sets of boy's and girl's questions, Animations: Female and Male Reproductive Systems.</p>
4. Babies - Conception to Birth Assessment Opportunity ★ 	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Tennis ball, PowerPoint slides of scans of babies in the womb, Animations: Female and Male Reproductive Systems, YouTube footage of baby in womb, A set of 'Baby Can...' cards, cut up and shuffled, Conception to Birth resource sheet, Conception to Birth Card Sort Template, Jigsaw Journals.</p>
5. Attraction 	<p>I understand how being physically attracted to someone changes the nature of the relationship</p> <p>I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Photo cards: Holding hands, Jigsaw Journals.</p>
6. Transition to Secondary School 	<p>I can identify what I am looking forward to and what worries me about the transition to secondary school</p> <p>I know how to prepare myself emotionally for starting secondary school</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jem, PowerPoint slide of Bungee, Coloured card and pens, Blank T-shirts, Fabric pens.</p>