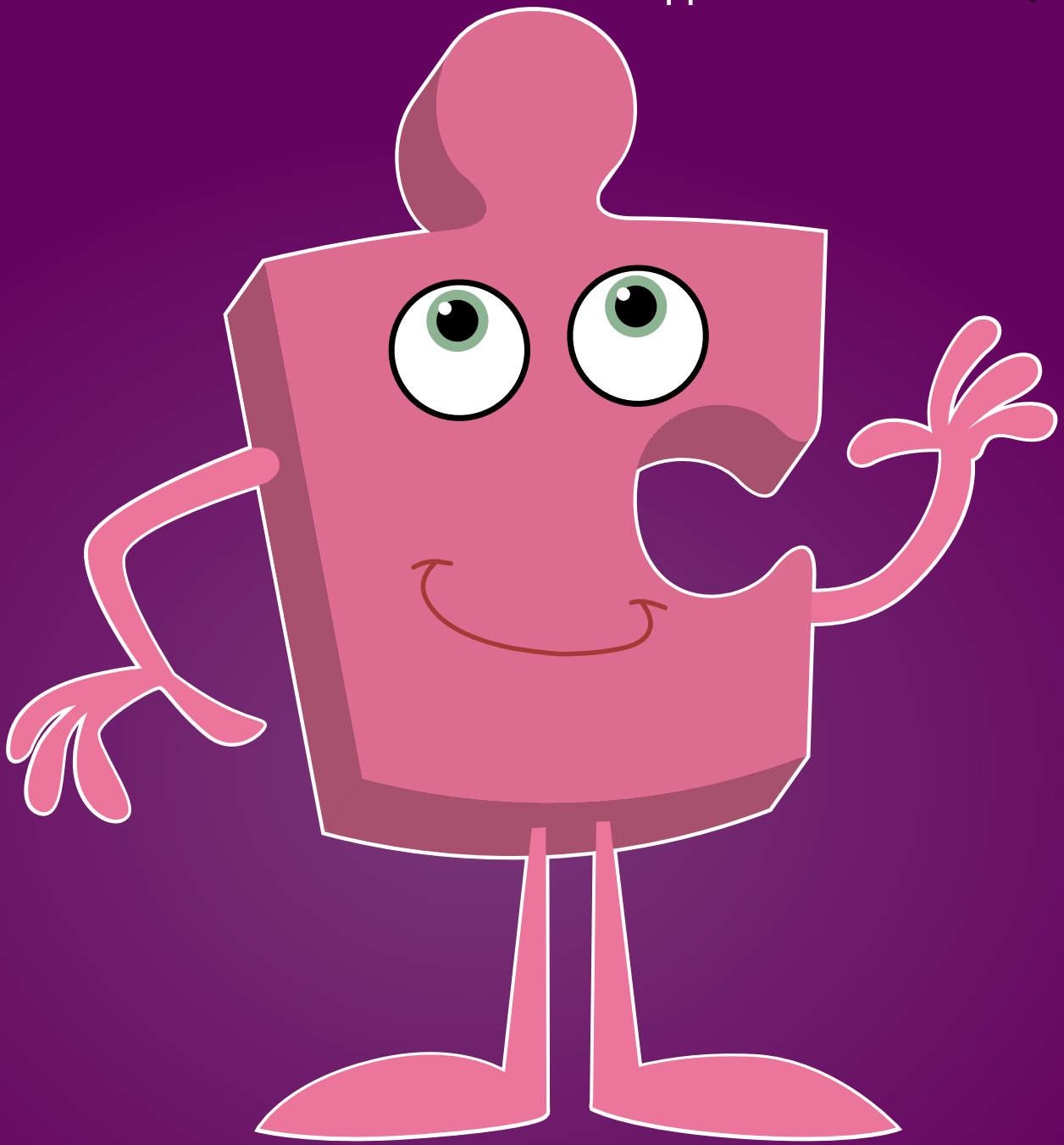
Jigsaw®

The mindful approach to PSHE



Relationships - Ages 6-7

www.jigsawpshe.com

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Puzzle 5 - Relationships

Puzzle Map - Ages 6-7

Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'
Piece 6: Relationship Flag/Bunting

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	**1.Families**	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	I accept that everyone's family is different and understand that most people value their family	Jigsaw Chime, 'Calm Me' script, Families PowerPoint, Jigsaw Jo, Mixing bowl, post -it notes, wooden spoon, Happy Home recipe sheets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	**2. Keeping Safe - exploring physical contact**	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	I know which types of physical contact I like and don't like and can talk about this	Jigsaw Chime, 'Calm Me' script, PowerPoint of different types of contact, My Jigsaw Learning, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jo, Jigsaw Jerrie Cat.
Help others to feel part of a group	**3. Friends and Conflict**	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends	Jigsaw Chime, 'Calm Me' script, PowerPoint picture of children, 'Mending Friendships' chart, printed on A3 or displayed on whiteboard, 'Mending Friendships' resource sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Jigsaw Jo.
Show respect in how they treat others	**4. Secrets**	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	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	Jigsaw Chime, 'Calm Me' script, Wrapped gift box, Jigsaw Jo, Picture of 'good secret' and 'worry secret', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	**5. Trust and Appreciation**	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone	Jigsaw Chime, 'Calm Me' script, Balloon, People cards, Flipchart paper, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jo, Jigsaw Jerrie Cat..
Know and show what makes a good relationship	**6. Celebrating My Special Relationships** **Puzzle Outcome: Relationship Flag/Bunting** **Assessment Opportunity ★**	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, String, Coloured paper cut into triangular flag shapes, Jigsaw Journals, Certificates, My Jigsaw Learning, Jigsaw Jerrie Cat.

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Subject Leader's Preparation to Lead the Relationships Puzzle

1) Agree with staff in advance the End of Puzzle Outcome(s) you are planning for this Puzzle from:
    - Our Relationships Fiesta (Celebration Assembly)
    - Individual class displays of pupil work (Class teacher or children to design)
    - Whole school sharing assembly between different year groups

2) Brief staff (if needed) using training materials from the Jigsaw Community website. There is a Puzzle PowerPoint that can be shared with staff which outlines the main 'themes' for Relationships.

3) Discuss Jigsaw song with school's music lead to include within any singing/ music sessions as appropriate.

4) Decide who is going to lead the Puzzle Launch Assembly and ensure they have the appropriate resources.

5) Coordinate the Weekly Celebration Scrolls.

6) Identify and signpost any of the Jigsaw A-Z articles (available on the website) that may be useful for staff during this Puzzle, e.g. Jigsaw recognised for its innovative RSE programme, Promoting healthy not violent relationships, same-sex relationships and homophobia, Jigsaw and LGBT+

7) Ask staff if they have any questions about any aspects of the Puzzle Pieces (lessons) and offer support as necessary. Signpost staff to the Preparation Sheet for teachers so they can prepare resources and consider any further teaching/ timetabling considerations when planning in advance of the Puzzle (unit).

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

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Puzzle Assembly/Collective Worship: Relationships

Title: Relationships - Song: Relationships
Resources: PowerPoint slide show showing different relationships . Table, Bowl, wooden spoon, aprons, chefs' hats, cooking utensils. Large cake. Jigsaw song for Relationships: R-E-L-A-T-I-O-N-S-H-I-P backing track or played on the piano or played with children singing from MP3 file. Use the slide for the lyrics.
Stimulus (focus for reflection): As the children enter, display the PowerPoint slide show of different relationships.
Calm me: Begin this Calm Me time by sounding the Jigsaw Chime and inviting everyone to listen until the sound fades away. Invite everyone to take some long slow breaths in and out. Can they feel their tummies and chests rising and falling as they breathe? In this calm space ask everyone to picture in their heads someone they love. It may be a family member or a friend. Can they think why they love them? After a few moments of thinking time, sound the Jigsaw Chime again and as the sound fades ask everyone to bring their awareness back to the room.
Help me think about: Ask the children to guess what they think this assembly is about and take some feedback. Summarise the children's ideas by explaining that this term's Jigsaw work will be about relationships.
Puzzle Assembly Plan: Bring out the large cake and invite the children to say what ingredients are needed to make a cake. How do we know what to put in? Draw out that we often follow a recipe and that tells us what to include and the steps needed. Ask the children what might happen if we left out some of the ingredients or didn't follow the recipe, and take some feedback. Explain that relationships are a little bit like a cake, we need to put in lots of different ingredients to make them they best they can be. Write a recipe for being a good friend. Ask for some volunteers to be the chefs. Put on aprons and chefs' hats. Invite the rest of the children to suggest different characteristics or attributes that make a good friend. As the children say their ideas the chefs can pretend to add/ pour/ stir in the ingredients into the bowl. Thank the chefs for their involvement. Summarise by saying these are excellent suggestions for a friendship cake and can the children imagine what the friendship cake might look like? What colour would it be? What decorations might it have? Share some of their ideas.
Help me reflect: A moment of peace to think about how we can all be good friends to other people and how we can show kindness in our families. Invite the children to think of one thing they will try and change to be even better at relationships than they are now. (Settings with a particular religious character/ faith/ denomination may wish to use an appropriate prayer or act of worship at this point).
Closing the assembly Play the Jigsaw song for Relationships: R-E-L-A-T-I-O-N-S-H-I-P as the children leave the assembly space. Alternatively, the children can sing the song. Jigsaw Jello (Year 7 Jigsaw Friend) is not mentioned in the song. Perhaps the children could make up a verse just for Jello).

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Relationships
Assembly (PowerPoint Slides)

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

VERSE:

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

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

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

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

CHORUS

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Relationships
Assembly (PowerPoint Slides)

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Music and Lyrics
by Ryan Hanlon

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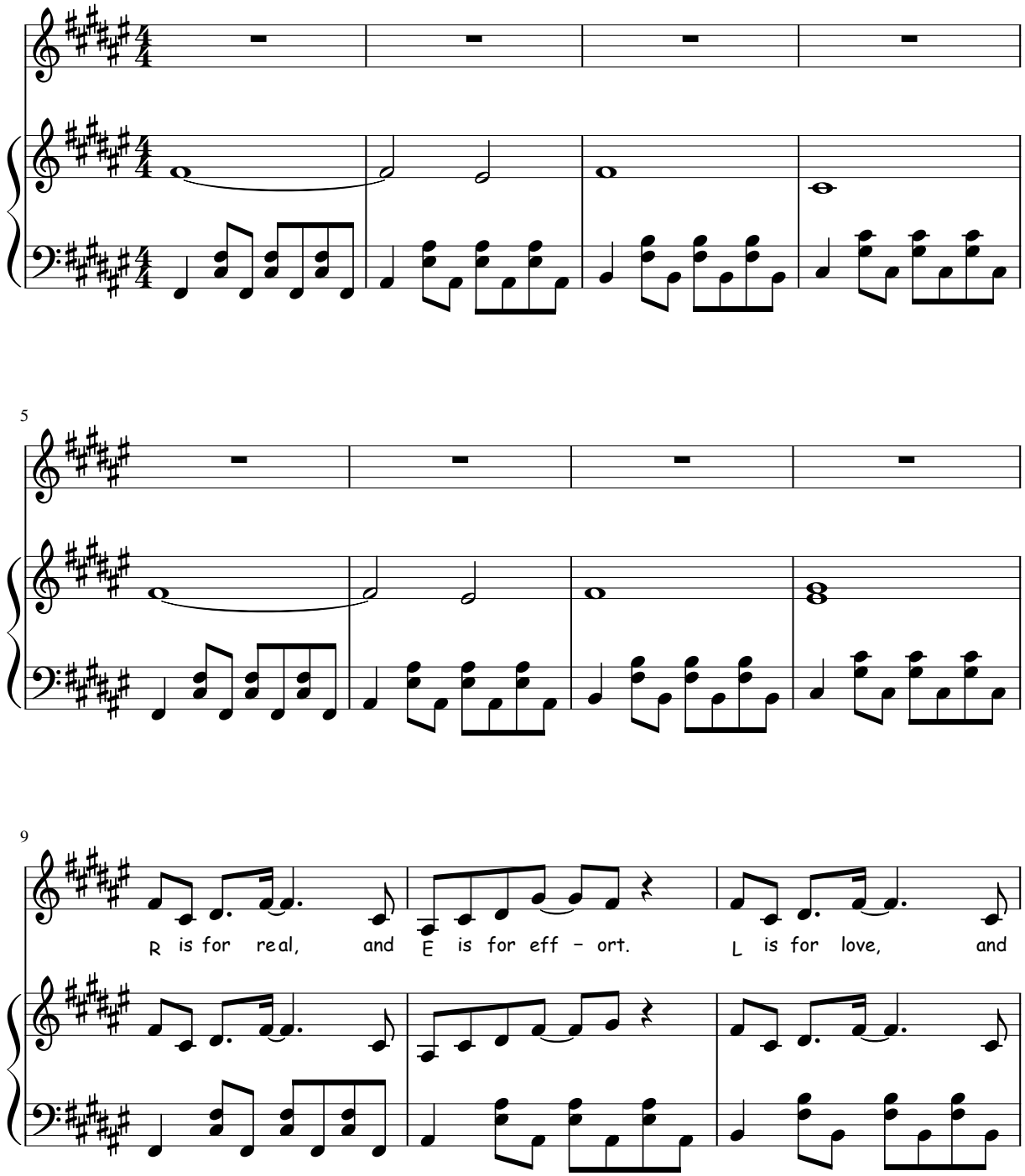
R-E-L-A-T-I-O-N-S-H-I-P
(Relationships)



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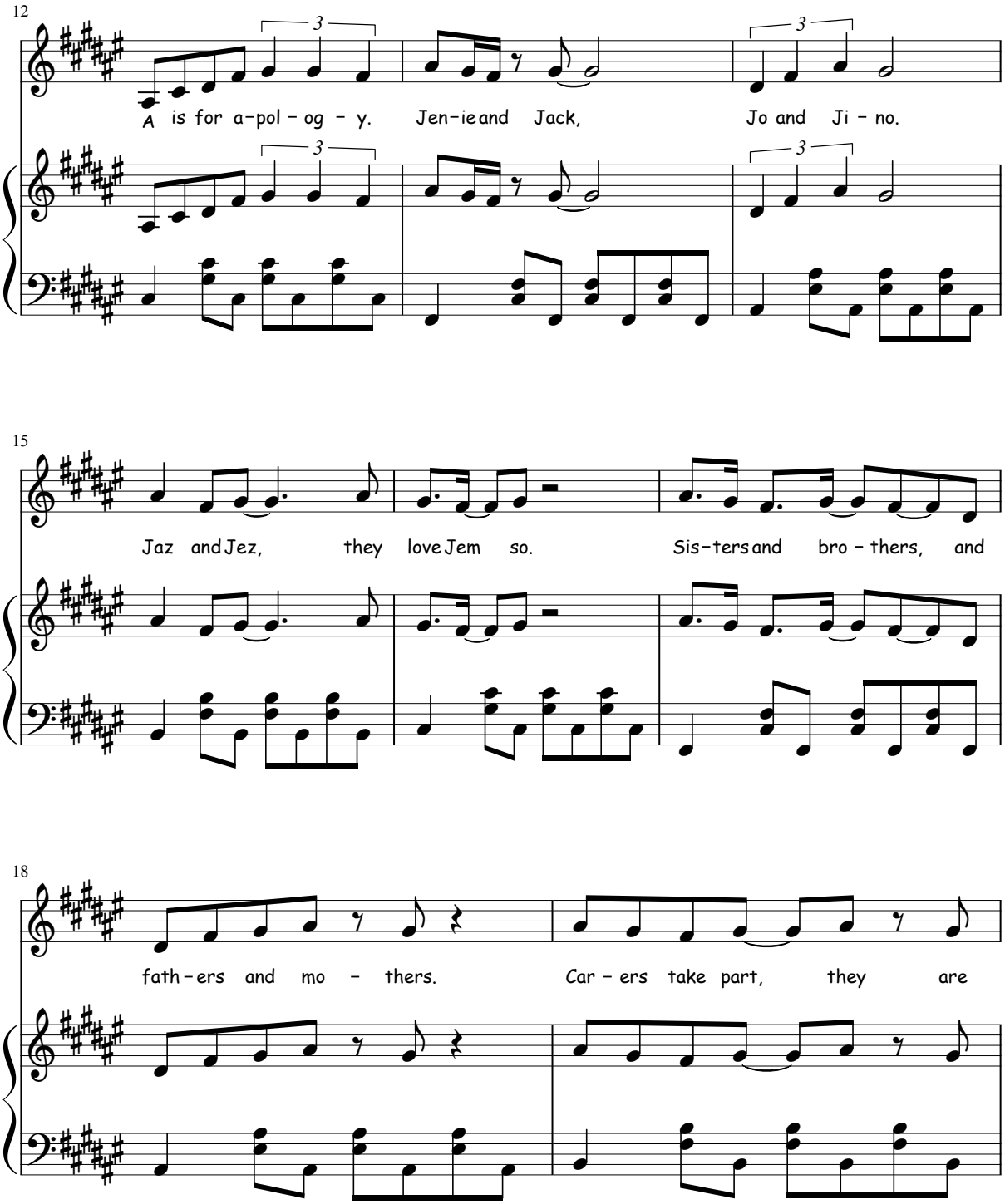

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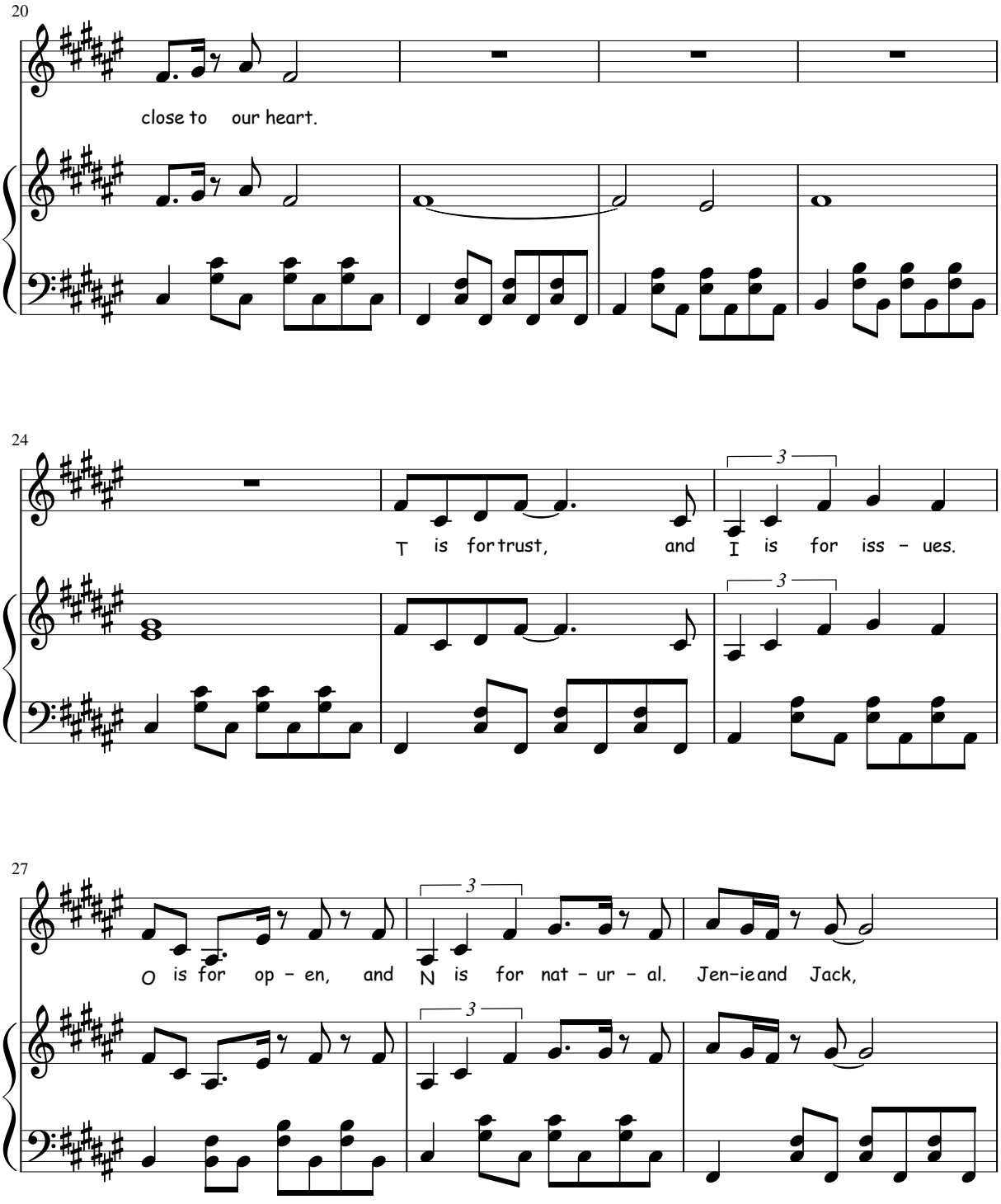

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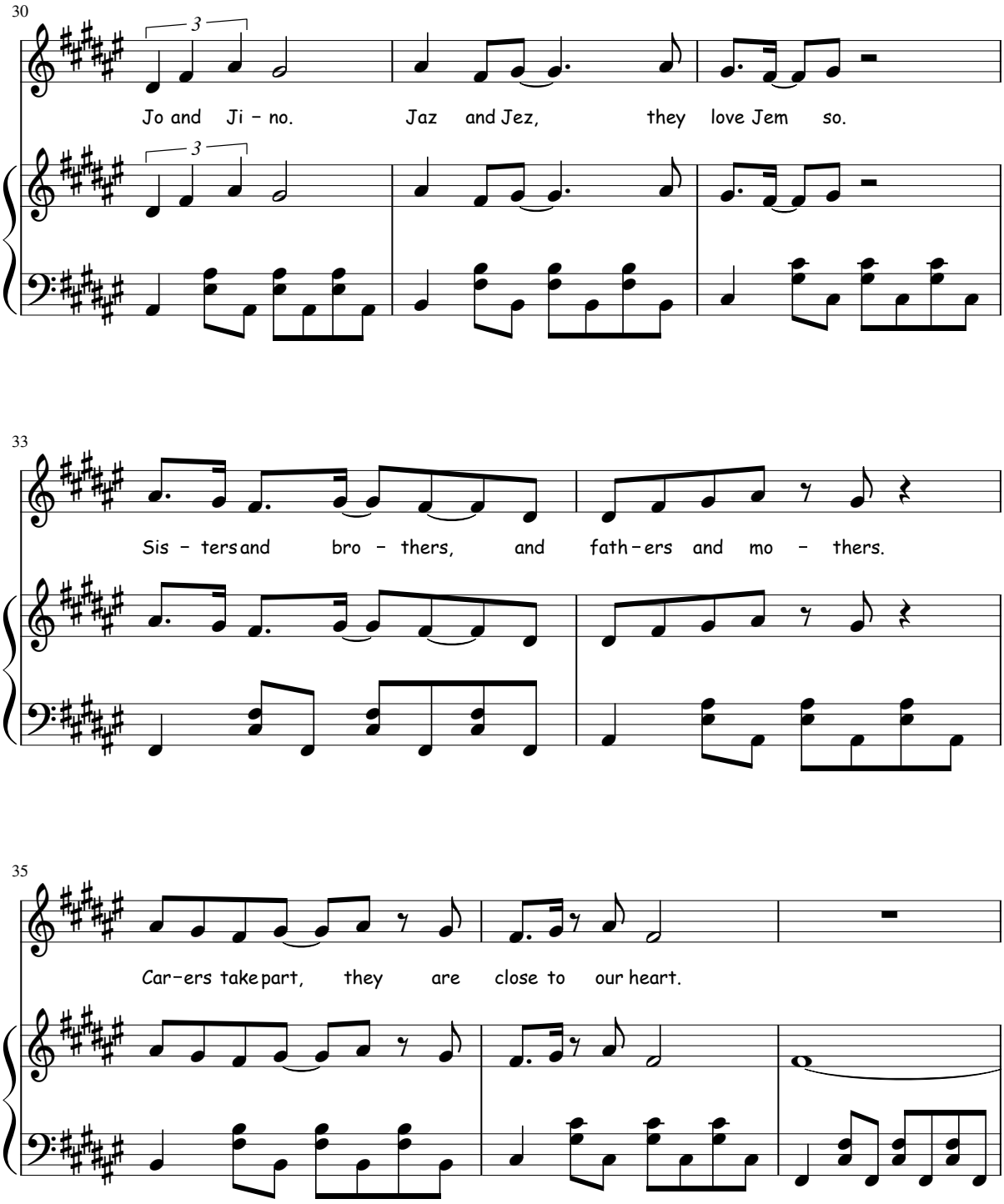

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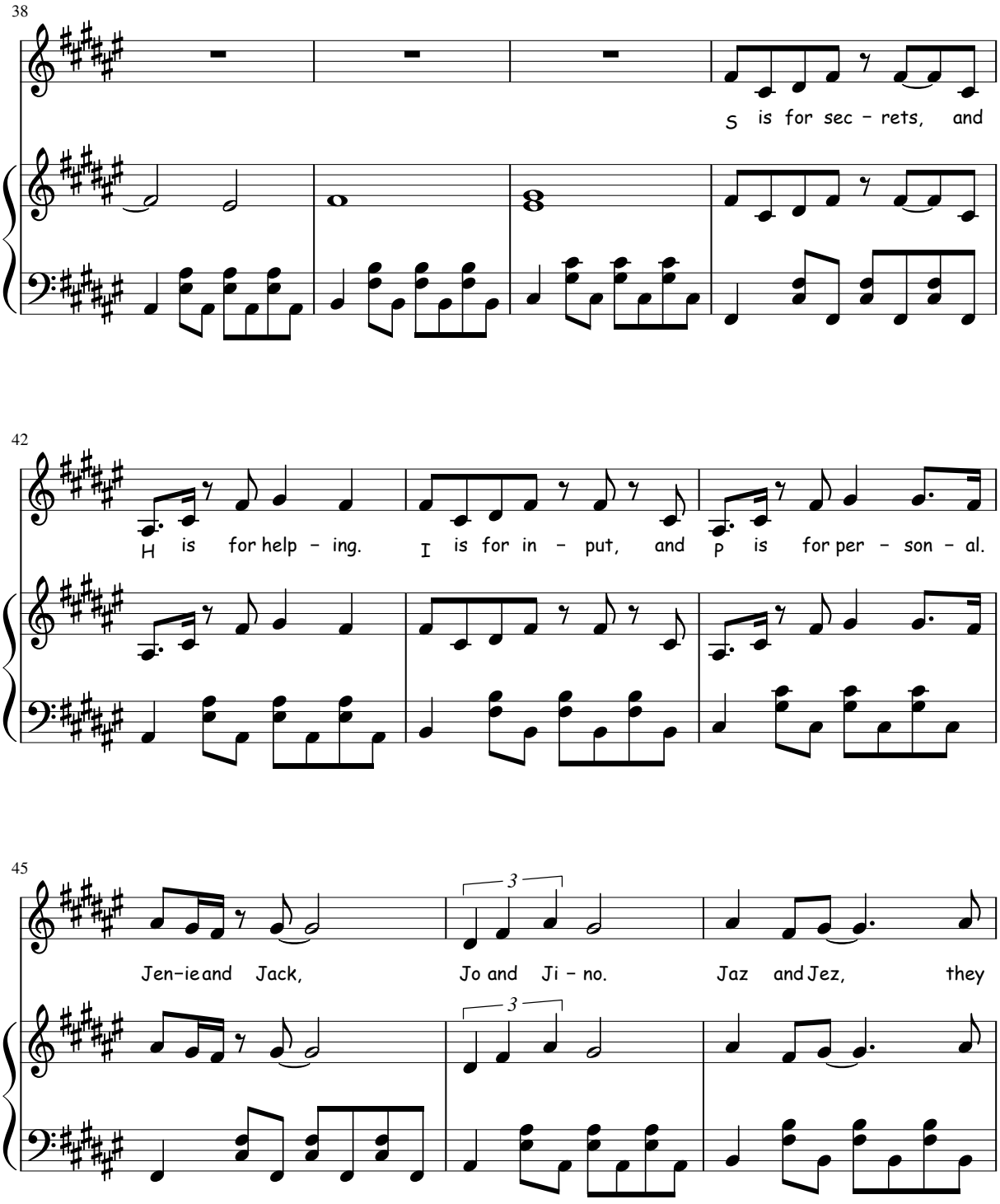

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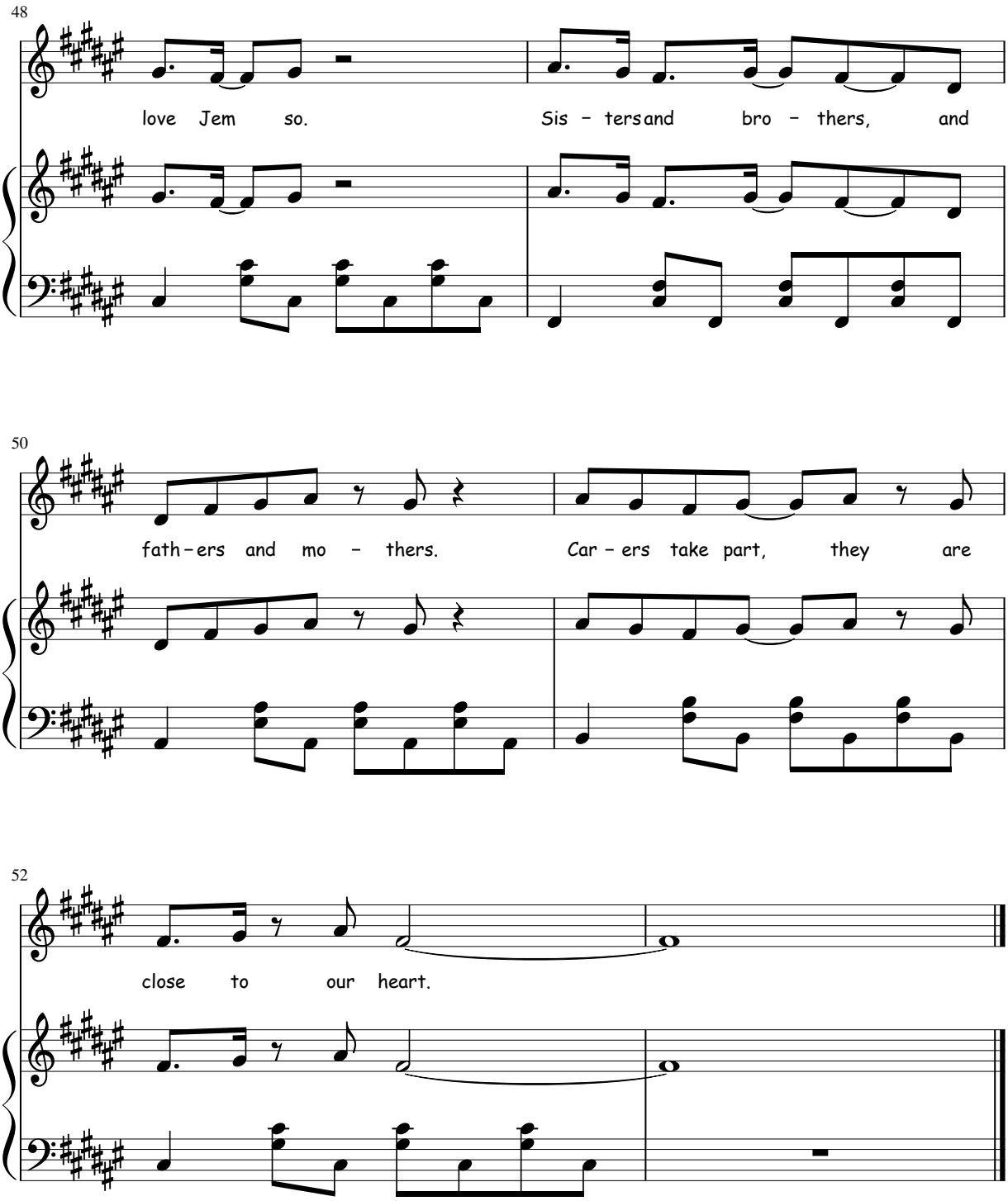

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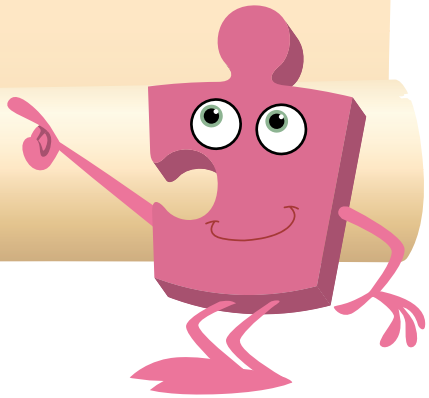
Puzzle 5

Weekly Celebration 1

This week we are celebrating people who:

Know how to make friends



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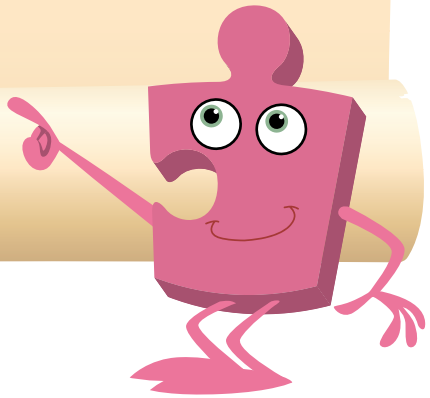
Puzzle 5

Weekly Celebration 2

This week we are celebrating people who:

Try to solve friendship problems when they occur



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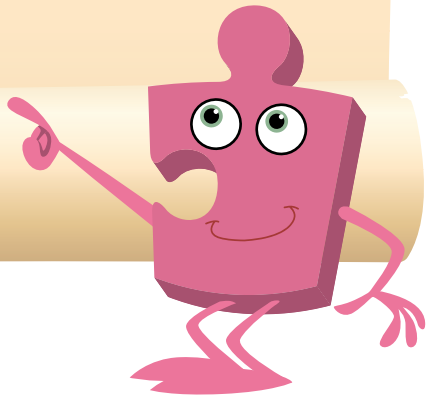
Puzzle 5

Weekly Celebration 3

This week we are celebrating people who:

Help others to feel part of a group



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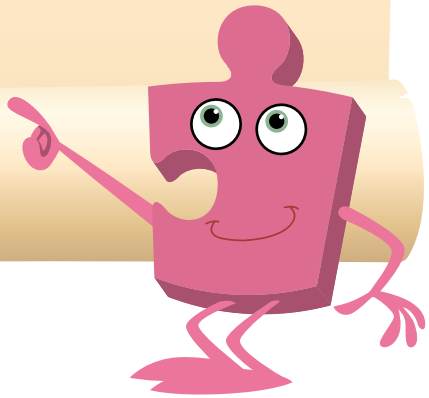
Puzzle 5

Weekly Celebration 4

This week we are celebrating people who:

Show respect in how they treat others



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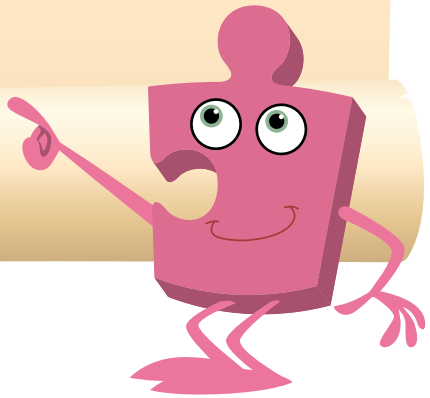
Puzzle 5

Weekly Celebration 5

This week we are celebrating people who:

Know how to help themselves and others when they feel upset or hurt



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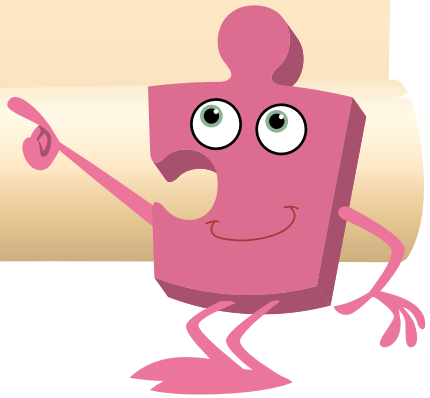
Puzzle 5

Weekly Celebration 6

This week we are celebrating people who:

Know and show what makes a good relationship



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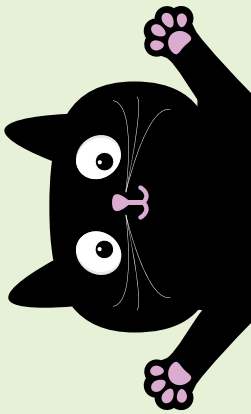
Class Teacher's Preparation to Lead the Relationships Puzzle with children Ages 6-7



Additional Resources needed (not including those contained within Jigsaw)

Piece 1: Mixing bowl, wooden spoon, post-it notes
Laminated Jigsaw Charter

Piece 2: All resources in Jigsaw

Piece 3: All resources in Jigsaw

Piece 4: Wrapped box like a birthday present

Piece 5: Balloon
Teachers may wish to create additional 'people cards' relevant to their setting
Flip chart paper

Piece 6: Coloured paper cut into triangular flag shapes
String

Additional planning considerations

Piece 1: Ensure enough Happy Home recipe sheets and 'My Jigsaw Learning' sheets have been printed (each child will need one). Be aware of any sensitive family situations and be sympathetic towards these. Display laminated Jigsaw Charter.

Piece 2: Copy/print enough 'My Jigsaw Learning' sheets, one per pupil. BE VIGILANT AS THIS LESSON COULD CAUSE DISCLOSURE ABOUT INNAPPROPRIATE TOUCH. BE AWARE OF THE SETTING'S SAFEGUARDING POLICY AND PROCEDURES PRIOR TO THE LESSON.

Piece 3: Copy/print enough My Jigsaw Learning sheets', one per child. Copy/print 'Mending Friendships' resource sheets, one per pair.

Piece 4: Print /copy, enough 'My Jigsaw Learning' templates one per child. BE VIGILANT AS THIS LESSON COULD CAUSE DISCLOSURE ABOUT INNAPPROPRIATE TOUCH. BE AWARE OF THE SETTING'S SAFEGUARDING POLICY AND PROCEDURES PRIOR TO THE LESSON.

Piece 5: Copy/print enough My Jigsaw Learning sheets' one per child. Copy/print sets of people cards, one per group. Teachers are free to add to the people cards with additional people relevant to their setting. There are some generic cards for this purpose.

Piece 6: Copy/print enough 'My Jigsaw Learning' sheets one per child. Copy/print enough end of puzzle certificates and complete in advance for each child. BE VIGILANT AS THIS LESSON COULD CAUSE DISCLOSURE ABOUT INNAPPROPRIATE TOUCH. BE AWARE OF THE SETTING'S SAFEGUARDING POLICY AND PROCEDURES PRIOR TO THE LESSON.

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

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Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 6-7

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

Jigsaw and Tracking Software

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

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

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

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

Please email office@janlevergroup.com

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

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Ages 6-7

Jigsaw Summative Assessment: Tracking Pupil Progress

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

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

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General Exemplification Guidance for teachers to assess children's work

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

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

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

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

Teacher Feedback to Pupils

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

For example:

You participated actively in this lesson.

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

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

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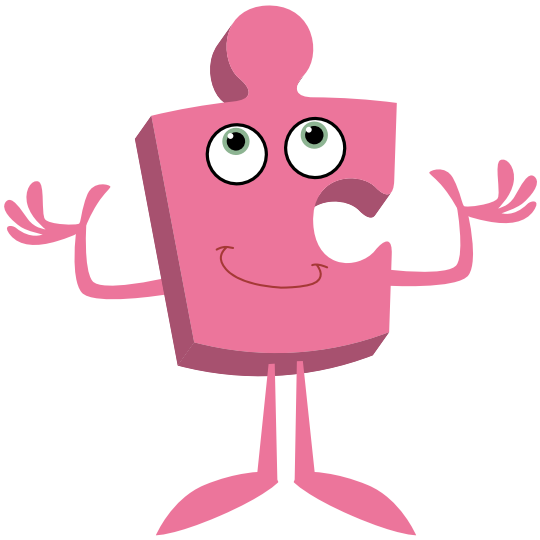
Puzzle 5: Relationships - Ages 6-7 - Piece 1

Families	
Puzzle 5 Outcome **Our Relationships Fiesta**	**Please teach me to…** identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate accept that everyone's family is different and understand that most people value their family
Resources Jigsaw Chime 'Calm Me' script Families PowerPoint Jigsaw Jo Jigsaw Jerrie Cat Mixing bowl, post -it notes, wooden spoon Happy Home recipe sheets Jigsaw Journals My Jigsaw Learning	**Vocabulary** Family Different Similarities Special Relationship Important Cooperate



Teaching and Learning

Note

Teachers need to be aware of any sensitive family situations within their class and be sensitive towards this. They should also be aware of the Jigsaw Approach (the introductory chapter at the start of the Year Group materials).

The Jigsaw Charter

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

Connect us

With the children seated in a circle, play 'Switch' using family characteristics. For example: 'Switch places if… you have any brothers or sisters / …you have a grandparent living with you or near you / … you are the oldest/youngest child in your family / …your family has ever moved house / …you share a bedroom with another family member / … your family has relatives who live abroad, etc.' You might also include features such as '…if you have parents who live in different places or parents who are married'

We need to be inclusive and non-judgemental and be sensitive to the situations children are living in.

Calm me

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

Ask me this…

Does your mind feel calm and ready to learn?

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Open my mind

Slidesa 1-8: Show children the PowerPoint slides of different types of families. Ask the children which pictures they think show a family. Draw out that families are diverse so that children can understand that the stereotypical family or Mum, Dad and children isn't always the case. Explain that all the pictures are families and that families come in all different shapes and sizes. Draw out that it is perfectly normal to have a family that is different from other people.

Ask the children to suggest which slides show people who are married. Explain marriage is a special relationship where people promise to love each other for their whole lives. Only adults can get married and they usually have a special ceremony. Marriage is a 'legally recognised commitment'. 2 people who love each other and want to stay together for their whole lives can choose to get married, this can be a man and a woman, 2 men or 2 women. The important thing is that they love each other.

Tell me or show me

Ask the children why we have families. Explain they are there to protect us and love us. Talk about families and how we belong with them.

In pairs invite the children to share all the different people in their family and why each one is special.

Then pass Jigsaw Jo around the circle and ask the children to choose a family member and say why that person is special. (Remind children of the Jigsaw Charter that they do have the right to pass if they choose.) Families are special, but to have a happy family it takes effort from everyone in the family to make it a happy place. Discuss the importance of sharing and cooperating with each other.

Role play the making of a 'happy home cake' using mixing bowl, wooden spoon etc asking children to suggest the ingredients for making the recipe. Invite the class to make a recipe for a happy home, e.g. a pinch of laughter, a cup of love, a spoon of sharing, etc. Suggest a couple of examples to establish the idea then ask the children in pairs to think of their own 'ingredients'. Go around the class collecting their ideas to make up the 'recipe', writing all the ideas on post-it notes before adding them to the bowl.

Let me learn

Slide 9: Give each child the Happy Home recipe sheet and invite them to write/draw in the mixing bowl, their recipe for a happy home.

Help me reflect

Slide 10: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumb-up, thumb- neutral or thumb-down. Show the children My Jigsaw Learning on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate Jigsaw Jo). Hand out one My Jigsaw Learning sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

What is your family like?

How are other people's families similar or different?

How many different types of families have we got in this class?

Does a family always need to have children?

Who is special to you?

What are families for?

What is good about belonging to a family?

What makes a family special?

What can we do to make our family a happy one?

Notes

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Relationships

Calm Me Script - Ages 6-7 - Piece 1

Children: In this Jigsaw Puzzle we are thinking carefully about Relationships, about the relationships we have with members of our families, relationships we have with our classmates, relationships we have with our friends and very importantly, the relationship we have with ourselves.

Relationships are very important to human beings as they give us company, help us feel loved and wanted, and relationships at school can help us learn.

So let's use our breathing and our Jigsaw Chime to calm our minds down, to feel relaxed and to focus our thoughts on our relationships.

So using your 'Calm Me' straight back, remembering there is a pretend golden thread pulling up through the top of your head and letting your spine grow nice and straight…have your feet flat on the floor and your hands resting lightly in your lap...and close your eyes.

Listen to the sound of the chime until it fades away.

Bring all your attention to your breathing and help your mind to feel a lovely deep breath. Feel the air coming in through your nostrils and notice how it fills up your lungs and then your tummy expands. Help your mind to follow the air as it moves out of your body and your tummy goes in again and you feel the warm air as it gently passes through your mouth.

Breathe in, nice and deeply through your nose.

Breathe out gently through your mouth.

Now help your mind create a picture of someone in your family who is special to you, like seeing a photo of this person in your mind. Feel the good feelings you have about this person.

Just like saving a photo on your computer or phone, you can save this picture in your mind. So, save it now and then gently bring your attention back to your lovely deep breaths. Breathing in... and breathing out...

When you are ready, gently bring your attention back to the present moment, here and now in this room. Wiggle your fingers and toes, stretch your arms above your head and when you are ready open your eyes. Notice how calm you feel.

Calm and ready to learn.

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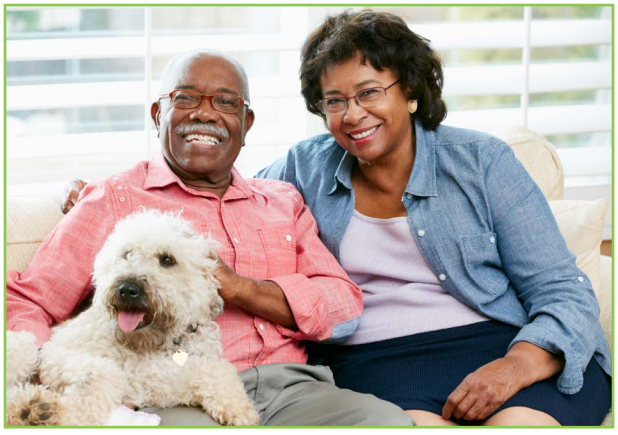
Relationships

Families PowerPoint Slides 1-8 - Ages 6-7 - Piece 1



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PowerPoint Slide 9: My Happy Home Recipe - Ages 6-7 - Piece 1

Name:.....

My Happy Home Recipe

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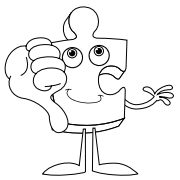
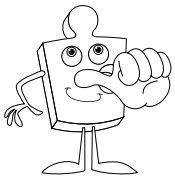
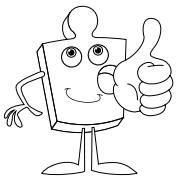
Relationships

PowerPoint Slide 10: My Jigsaw Learning - Ages 6-7 - Piece 1

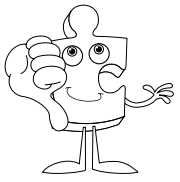
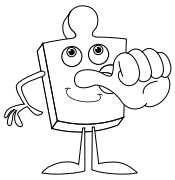
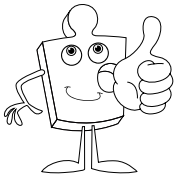
My Jigsaw Learning **Relationships Piece 1** **Ages 6-7**

Name .....

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

I accept that everyone's family is different and understand that most people value their family

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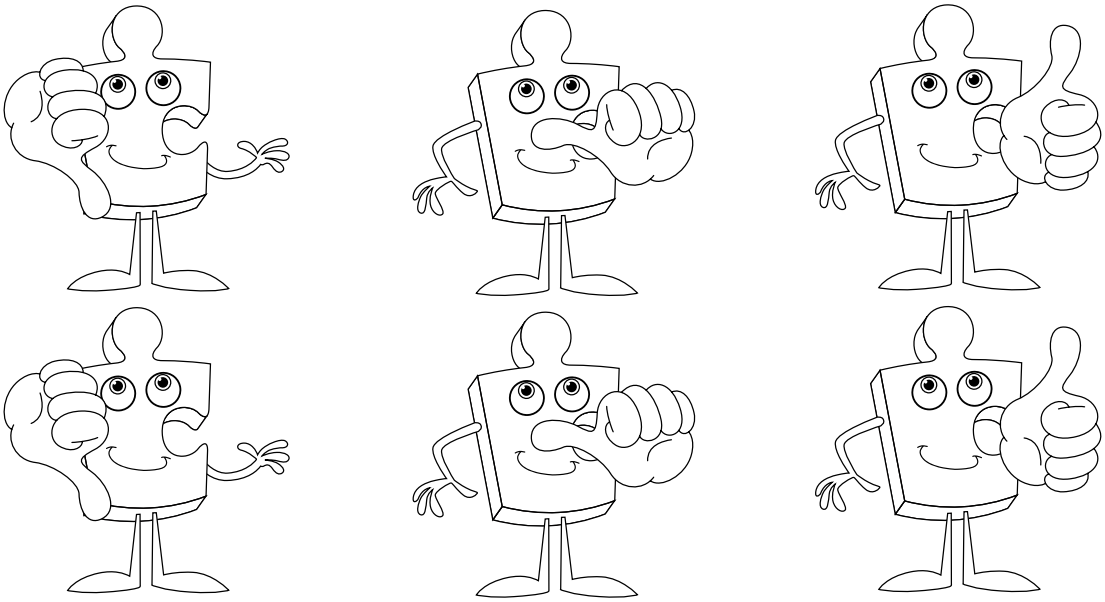
My Jigsaw Learning **Relationships Piece 1** **Ages 6-7**

Name .....

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

I accept that everyone's family is different and understand that most people value their family



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My Jigsaw Learning **Relationships Piece 1** **Ages 6-7**

Name .....

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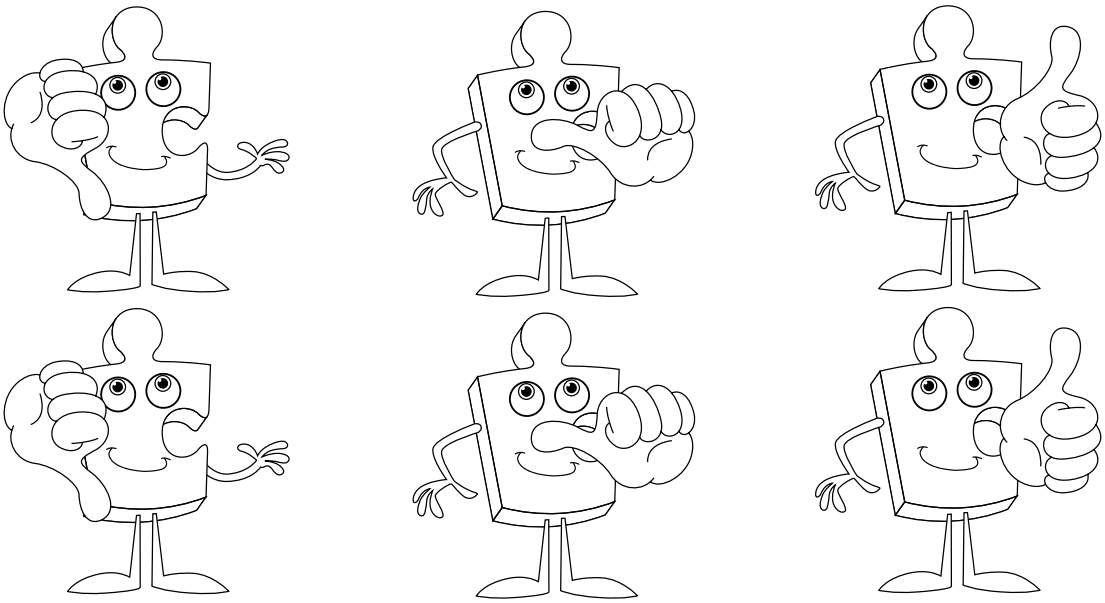

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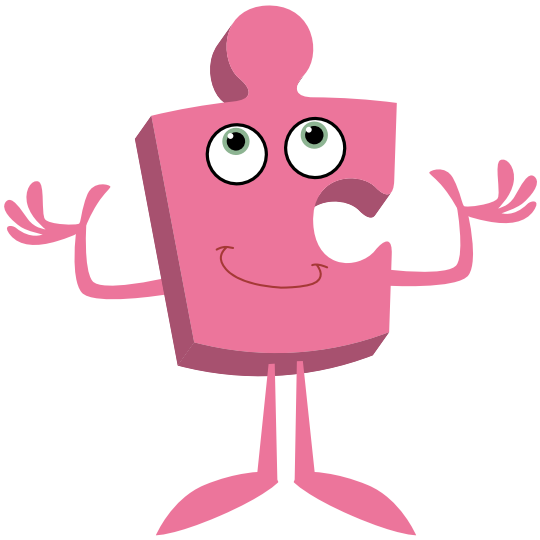
Puzzle 5: Relationships - Ages 6-7 - Piece 2

Keeping Safe - exploring physical contact	
Puzzle 6 Outcome **Our Relationships Fiesta**	**Please teach me to…** understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not know which types of physical contact I like and don't like and be able talk about this
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jo Jigsaw Jerrie Cat PowerPoint of different types of contact My Jigsaw Learning Jigsaw Journals My Jigsaw Learning	**Vocabulary** Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable



Teaching and Learning	Ask me this…
The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us In pairs, one child draws a shape (such as a letter of the alphabet) with their finger on their partner's hand. With their eyes closed, the other child guesses what the shape is. To do this as a round, the teacher starts a shape off in both directions around the circle. Children pass this around and see if the shape at the end is the same that the teacher started with. Be sure to debrief this with the prompt questions. You could also play this game by drawing a shape on your partner's back.	Can you recognise a shape just through touch? How did that touch feel to you?
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?
Open my mind Ask the children if they liked the feeling of their partner drawing on their hand. If not, why? Could you have asked them to stop if you didn't like it? In talking partners ask the children to think of at least five different ways people use the sense of touch to communicate with friends and family - a handshake, a hug, a kiss, a pat on the back, a tap on the shoulder, holding hands, putting a comforting arm round, etc.	When do we use the sense of touch to communicate? Do you like some of these touches and not others?

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Tell me or show me

Slides 1-8: Share the PowerPoint pictures of different types of physical contact.

In groups ask the children to discuss the sort of touches they like and who they like them from, e.g. a wet kiss from their dog, a hug from a parent or carer, being tickled, holding hands in a crowded place, a rough-and-tumble/play fight with a friend, etc.

Share ideas and make a list.

As a class discuss some of the touches that we don't like e.g. fighting in the playground, pushing and shoving, a smack or a thump, smothering hugs from a relative or family friend, etc. Ensure all children understand that it is OK not to like some forms of physical contact/ touch. Also explain that different people prefer different types of touch e.g. some people like being tickled and others don't. Ask the children how they can make sure that their hands are kind hands that don't hurt other people.

Ensure everyone knows they have the right to say, "Please stop, I don't like that"

Let me learn

In their Jigsaw Journals children draw around one of their hands and ask a class mate to draw around the other hand in their Journal. How does that feel? Does it feel different when someone draws around your hand for you? Invite the children to think of a touch they like and record it pictorially or in writing in one of their drawn hands in their Jigsaw Journals. Underneath write: 'I like this touch because...' e.g. 'I like a bedtime kiss from my mum as it makes me feel warm and safe'.

They do the same for the other hand but this time recording a touch they do not like and underneath write: I do not like this touch because….. e.g. 'I do not like it when my brother punches me because it hurts'.

(Note to teacher: BE VERY VIGILANT AS THIS EXERCISE COULD CAUSE DISCLOSURE ABOUT INAPPROPORATE TOUCH HAPPENING IN A CHILD'S LIFE. ANY CONCERNS MUST BE REPORTED IMMEDIATELY TO THE DESIGNATED SAFEGUARD LEAD.)

Conclude with the children that there are lots of different types of touching, some we do like and some we don't like; some are acceptable and some are unacceptable.

Emphasise that touch is an important part of relationships but that any physical contact with others should respect their wishes and ours. Reinforce that it is OK to speak up when we don't like being touched in a certain way. Rehearse with the children how to do that e.g. "Please stop hitting me, I don't like that."

We need to give our permission to be touched as our bodies belong to us.

Help me reflect

Slide 9: Invite the children to reflect on the learning intentions for the lesson and record this on the My Jigsaw Learning template. Teachers can use the PowerPoint slide if this needs modelling.

What touches do we all like?

What kinds of touch do you really like, and why?

What touches do you dislike?

Can you say 'Please stop, I don't like being touched like that'?

Do you know who to tell if someone touches you and you don't like it but they won't stop?

When is touch not acceptable?

Do I know how to speak up about a touch I don't like?

Notes

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Relationships

Calm Me Script - Ages 6-7 - Piece 2

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Calm and ready to learn.

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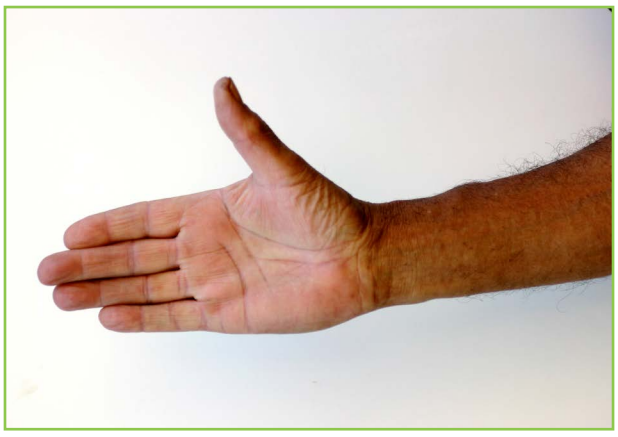
Relationships

Different Types of Contact PowerPoint Slides 1-8 - Ages 6-7 - Piece 2



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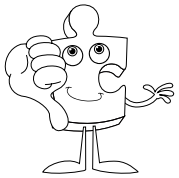
Relationships

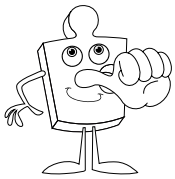
PowerPoint Slide 9: My Jigsaw Learning - Ages 6-7 - Piece 2

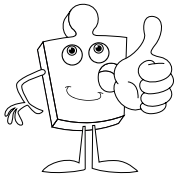
My Jigsaw Learning | Relationships Piece 2 | Ages 6-7

Name .....

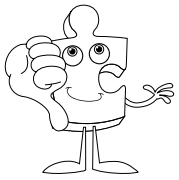
I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not

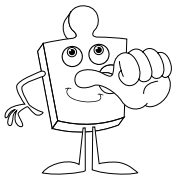


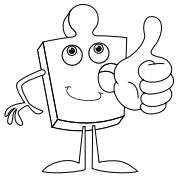




I know which types of physical contact I like and don't like and can talk about this







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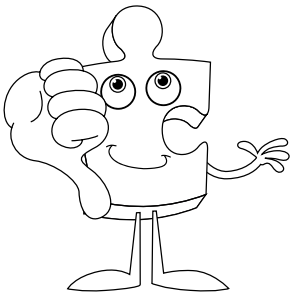
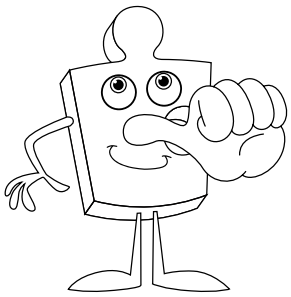
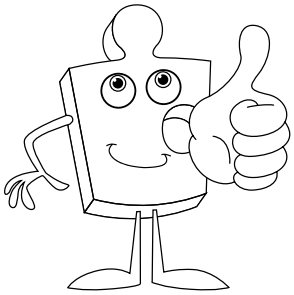
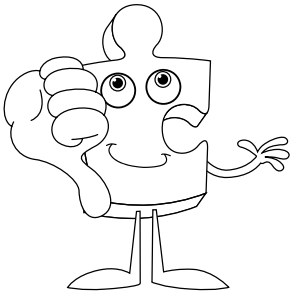
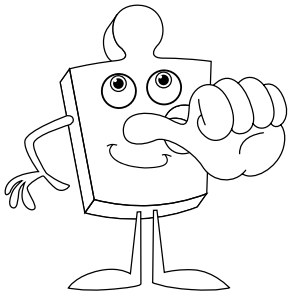
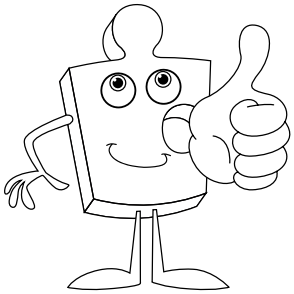
My Jigsaw Learning **Relationships Piece 2** **Ages 6-7**

Name .....

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

I know which types of physical contact I like and don't like and can talk about this

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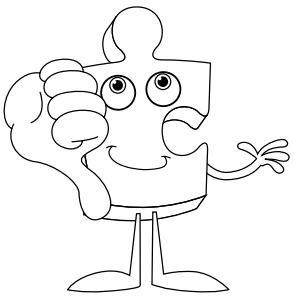
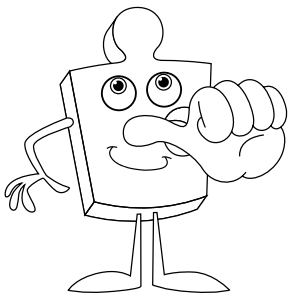
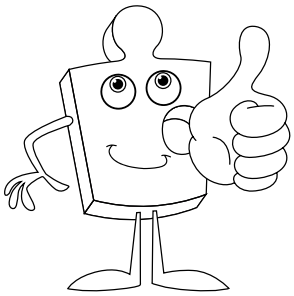
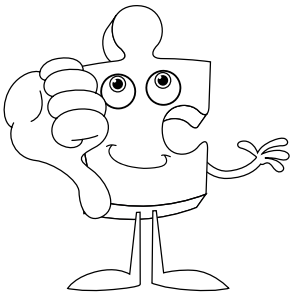
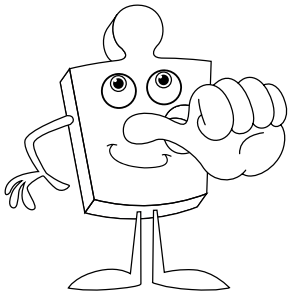
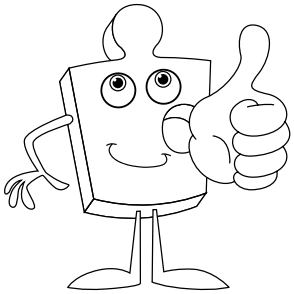
My Jigsaw Learning **Relationships Piece 2** **Ages 6-7**

Name .....

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

I know which types of physical contact I like and don't like and can talk about this

TINT BOX - To improve next time I .....

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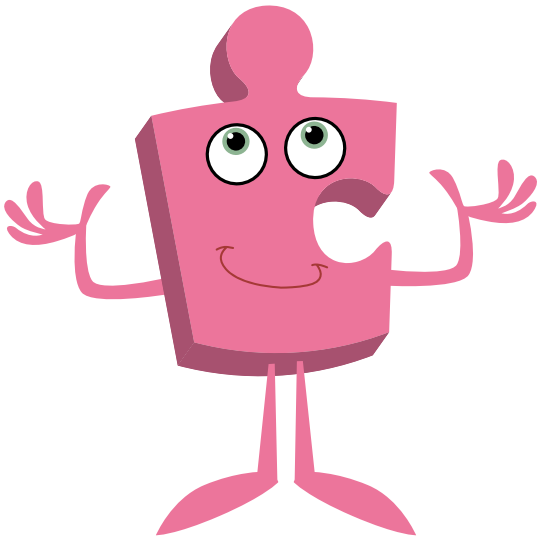
Puzzle 5: Relationships - Ages 6-7 - Piece 3

Friends and Conflict	
Puzzle 6 Outcome **Our Relationships Fiesta**	**Please teach me to…** identify some of the things that cause conflict with my friends demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends
Resources Jigsaw Chime Jigsaw Jo Jigsaw Jerrie Cat 'Calm Me' script PowerPoint picture of children 'Mending Friendships' chart, printed on A3 or displayed on whiteboard 'Mending Friendships' resource sheet Jigsaw Journals My Jigsaw Learning	**Vocabulary** Friends Likes/dislikes Conflict Point of view Positive problem solving



Teaching and Learning	Ask me this…
The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us Play Switch. Children to switch places if they e.g. are wearing glasses, like football, have brown eyes, like sausages, have a younger brother, etc. Ask the children: are we all the same? Does it matter? Can you be friends with someone if they don't like the same things as you do?	Can friends like different things?
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?
Open my mind Slide 1: Show the PowerPoint picture of the children that have fallen out, and in pairs ask the class to discuss what might have happened and what the children might be thinking and feeling about each other. Share some of the children's ideas. Draw out that sometimes these negative (unhelpful) thoughts and feelings can get in the way of making friends again. Use some of the children's 'thought bubble' examples to illustrate this point. Conclude by discussing that it is possible for even the closest of friends to fall out sometimes, but we can learn how to fix a broken friendship if both people are willing to try.	

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Tell me or show me

Slide 2: Show the class the 'Mending Friendships' chart. Talk the children through the three stages of recognising and calming feelings, understanding the other point of view, and agreeing how to move forward. Emphasise the importance of the positive approach: 'I feel disappointed, but I can see…' as opposed to the negative, 'It's your fault, why do you always…?' Reinforce the idea from the previous section that negative feelings can be unhelpful in the friendship mending process. Use some of the possible scenarios the children gave in 'Open my mind' and walk them through the mending process.

Can we see both sides of a problem?

What are the best steps to take to sort out disputes and mend friendships?

What are the words that help us to resolve disagreements?

Is it always easy to mend a broken friendship?

Pause Point: Slide 3: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. For 30 seconds ask the children to pause and reflect about what they are thinking and feeling right now. They don't need to share this, and can keep their ideas private.

Let me learn

Working in pairs, give the children copies of the Mending Friendships resource sheet. In the box at the top, ask them to write one example of something that may cause conflict between two friends Then in the three boxes below, ask them to write some ideas for words that might be helpful to say as the friends work through each stage of the process to mend their friendship, e.g. 'I feel angry because…', 'I was upset but now that I've calmed down…', 'I didn't know you felt like that…', 'The way I saw it was…', 'I'm sorry that I…', 'Why don't we…?'

Debrief and invite at least one pair to role-play or talk through their scenario. For each pair, the rest of the class can offer praise and/or suggestions to make the process even better.

What do you like about this way of mending a friendship?

What do you think would work?

Can you think of anything else that the friends could do?

What might be the trickier bits?

Help me reflect

Slide 4: Using the learning intentions from this Piece (lesson) and the My Jigsaw Learning resource, invite the children to reflect on their learning. Teachers can model this and re-frame/exemplify the learning intentions, if desired, by using the associated PowerPoint slide.

Notes

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Relationships

Calm Me Script - Ages 6-7 - Piece 3

Children: In this Jigsaw Puzzle we are thinking carefully about Relationships, about the relationships we have with members of our families, relationships we have with our classmates, relationships we have with our friends and very importantly, the relationship we have with ourselves.

Relationships are very important to human beings as they give us company, help us feel loved and wanted, and relationships at school can help us learn.

So let's use our breathing and our Jigsaw Chime to calm our minds down, to feel relaxed and to focus our thoughts on our relationships.

So using your 'Calm Me' straight back, remembering there is a pretend golden thread pulling up through the top of your head and letting your spine grow nice and straight…have your feet flat on the floor and your hands resting lightly in your lap...and close your eyes.

Listen to the sound of the chime until it fades away.

Bring all your attention to your breathing and help your mind to feel a lovely deep breath. Feel the air coming in through your nostrils and notice how it fills up your lungs and then your tummy expands. Help your mind to follow the air as it moves out of your body and your tummy goes in again and you feel the warm air as it gently passes through your mouth.

Breathe in, nice and deeply through your nose.

Breathe out gently through your mouth.

Now help your mind create a picture of someone in your family who is special to you, like seeing a photo of this person in your mind. Feel the good feelings you have about this person.

Just like saving a photo on your computer or phone, you can save this picture in your mind. So, save it now and then gently bring your attention back to your lovely deep breaths. Breathing in... and breathing out...

When you are ready, gently bring your attention back to the present moment, here and now in this room. Wiggle your fingers and toes, stretch your arms above your head and when you are ready open your eyes. Notice how calm you feel.

Calm and ready to learn.

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Relationships

Fallen Out PowerPoint Slide 1 - Ages 6-7 - Piece 3

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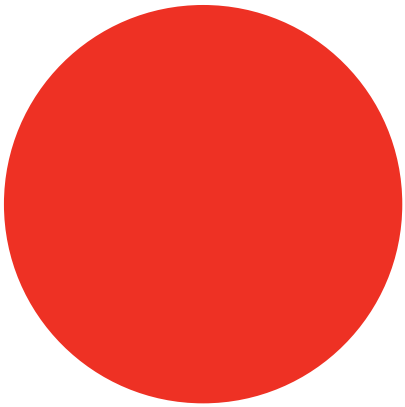
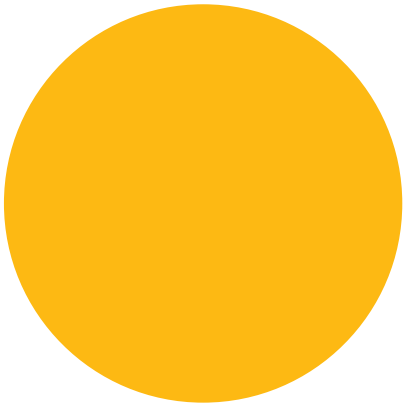
Mending Friendships



Stop

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

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



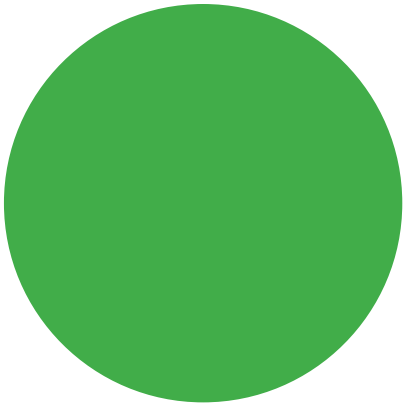
Get Ready

Look at each other's point of view.

Listen to how the other person sees it.

Talk calmly about how you see it.

Work out what's gone wrong.



Mend The Friendship

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

Agree how to put it right.

Do something fun together.

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

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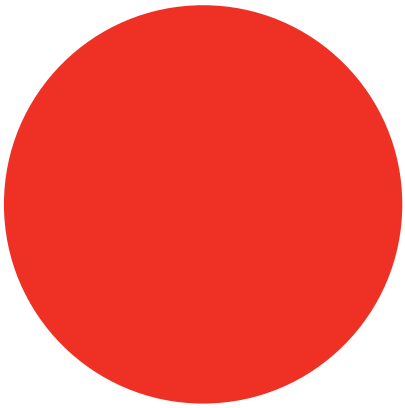
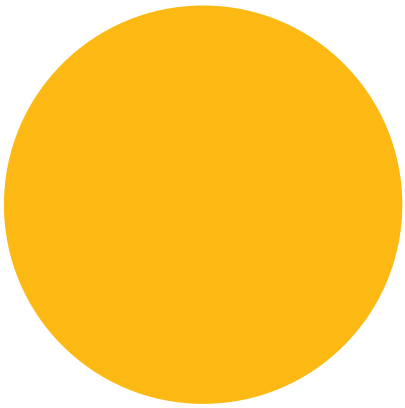
Mending Friendships

A reason why friends might fall out is…



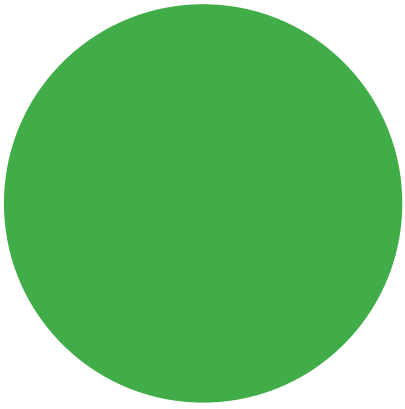
Stop

You could say...



Get Ready

You could say...



Mend The Friendship

You could say...

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Jerrie Cat PowerPoint Slide 3 - Ages 6-7 - Piece 3

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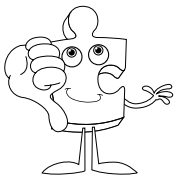
Relationships

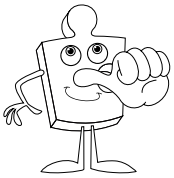
PowerPoint Slide 4: My Jigsaw Learning - Ages 6-7 - Piece 3

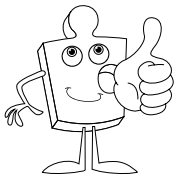
My Jigsaw Learning | Relationships Piece 3 | Ages 6-7

Name .....

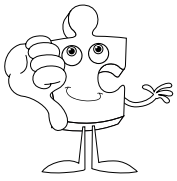
I can identify some of the things that cause conflict with my friends

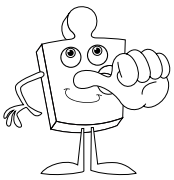


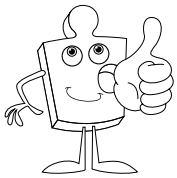




I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends







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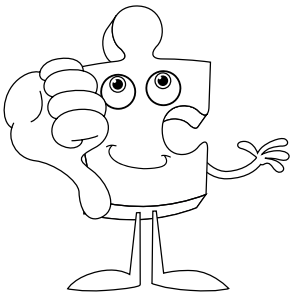
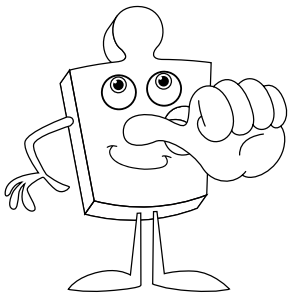
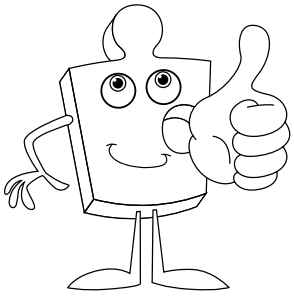
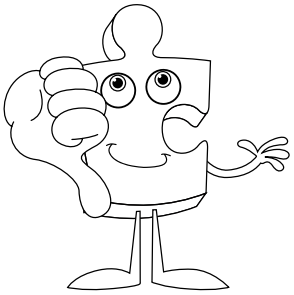
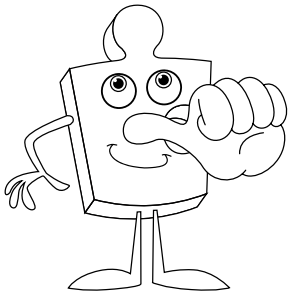
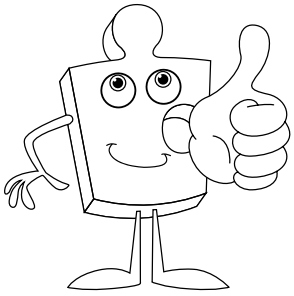
My Jigsaw Learning | Relationships Piece 3 | Ages 6-7

Name .....

I can identify some of the things that cause conflict with my friends

I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends

TINT BOX - To improve next time I .....

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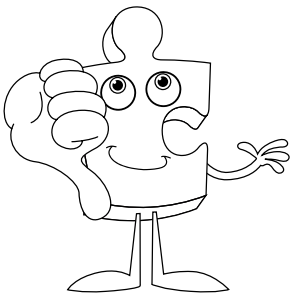
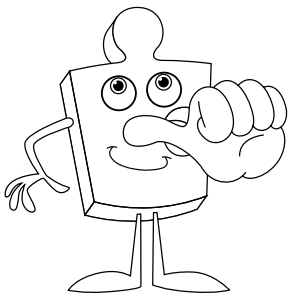
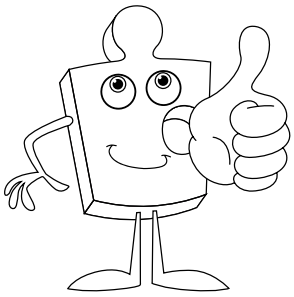
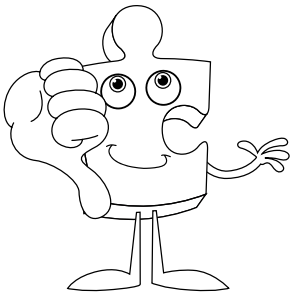
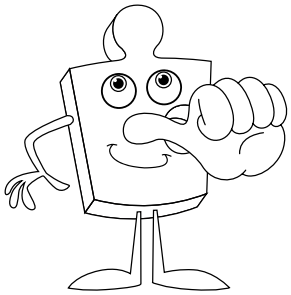
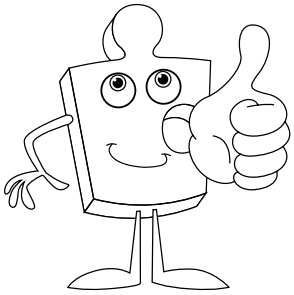
My Jigsaw Learning | Relationships Piece 3 | Ages 6-7

Name .....

I can identify some of the things that cause conflict with my friends

I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends

TINT BOX - To improve next time I .....

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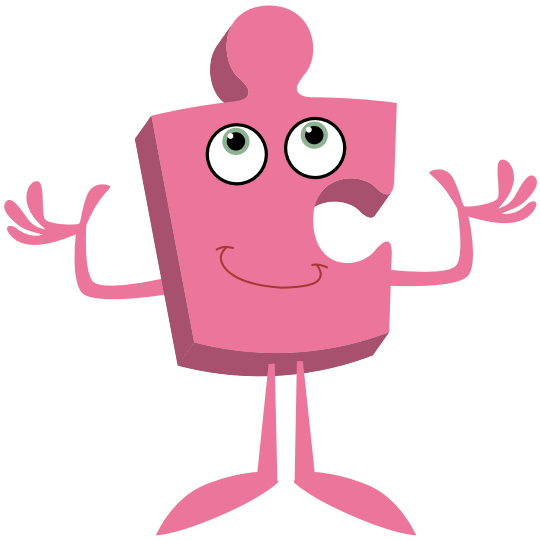
Puzzle 5: Relationships - Ages 6-7 - Piece 4

Secrets	
Puzzle 5 Outcome **Our Relationships Fiesta**	**Please teach me to…** understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret 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
Resources Jigsaw Chime 'Calm Me' script Wrapped gift box Jigsaw Jo Jigsaw Jerrie Cat Picture of 'good secret' and 'worry secret' Jigsaw Journals My Jigsaw Learning	**Vocabulary** Secret Surprise Good secret Worry secret Telling Adult Trust Surprised Happy Sad Frightened



Teaching and Learning	Ask me this…
Note The subject matter of this lesson is clearly something that could possibly give rise to disclosures from children or responses that give you cause for concern. Be alert to such issues, and be sensitive and measured in the way you react to any concerns that emerge. Make sure that Jigsaw Charter is established and understood at the start and that children understand you cannot promise unconditional confidentiality. Ensure that you are familiar with the school's safeguarding policy and procedures. **The Jigsaw Charter** Share 'The Jigsaw Charter' with the children to reinforce how we work together. **Connect us** Play a game of Whispers/Mimes around the circle, where the teacher starts the whisper, or the mime (the rest of the circle needs to have their eyes closed until their shoulder is tapped and the mime is passed on). See how the whisper/mime at the end compares with the way it started. **Calm me** Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?

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Open my mind The teacher brings a gift-wrapped box into the circle and whispers to the children asking them if they can keep a secret. Create intrigue and excitement. 'Everyone, can you keep a secret? Don't tell Jigsaw Jo but in this box is a present for Jo's birthday. Whisper to your neighbour what you think is in the box. Don't tell anybody, don't let anybody hear you because this is a secret!' Ask the children if this is a good secret to keep and why. How would Jigsaw Jo feel if we told the secret before the birthday? After the discussion help the children to understand that some secrets are good secrets to keep and sometimes it's OK to have a secret e.g. a surprise birthday present or a surprise party. Invite the children to briefly share their ideas as to what's in the box for Jigsaw Jo's birthday. In pairs ask the children to think of a time when they have kept a secret and it was a good secret that they really wanted to keep as a surprise for another person. **Pause Point:** Slide 1: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause for a moment. What are they thinking and feeling right now? They can keep these ideas in their heads and don't need to share them.	Have you ever kept a good secret? How can keeping good secrets help make people feel happy?
Tell me or show me Slide 2: Share the PowerPoint slide of the two children, one looking happy and the other looking worried. Ask the children which one of these children is keeping a good secret. How can they tell? Discuss the feelings associated with keeping good secrets. Now focus on the other child and explain that this child is keeping a 'worry secret'. Explain to the children that there are two different types of secrets and it is very important to know the difference. Good secrets help make us feel happy and usually lead to good surprises. But some secrets can make us worry and feel sad or frightened. These are 'worry' secrets. In the class circle, share some of the children's ideas about examples of 'worry' secrets. Talk about why it can be hard to reveal 'worry' secrets - you might be scared of the person who told you to keep it, it might be something you feel guilty about, or you might not know who is a safe person to tell it to. Help the children to think of who they could trust if they had a secret they needed to tell. Point out that 'worry' secrets usually lead to worse results if they are kept secret, but if you tell then the worry can be sorted out.	Are there some secrets that you should tell to an adult? Why should we not keep these secrets? How might you feel? Who could you tell? Can you think of examples of good secrets and worry secrets? What makes it difficult to tell worry secrets? Who can you trust to talk to about secrets that worry you?
Let me learn Bring Jigsaw Jo to the front. Explain that Jigsaw Jo has some friends with worry secrets and they have asked Jo to help them to know what to do. Give the children one example at a time of Jo's friends' worry secrets and ask the children to explain why this is worry secret and what advice they would offer. Use think, pair, share so the children first discuss in pairs before offering suggestions. In the course of this activity, keep stressing that worry secrets need to be told to an adult you trust and not kept inside. 1) Some of Jigsaw Jo's friends watched a scary movie together that was meant for grown-ups. They are all having bad dreams about it. The person who said they should watch it said it had to be a secret. 2) One of Jo's friends has been private messaging with someone they don't know on social media. The person said they shouldn't tell anyone and it was their special secret. 3) One of Jo's friends is being bullied. The bully's have told Jo's friend that if they tell, they will bully them even more. 4) One of Jo's friends played on their Mum's tablet computer behind her back and accidently broke it. Their Mum is angry because the tablet cost a lot of money and she doesn't know how it happened.	

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Help me reflect Slide 3: Using the learning intentions from this Piece (lesson) and the My Jigsaw Learning resource, invite the children to reflect on their learning. Teachers can model this and re-frame/exemplify the learning intentions, if desired, by using the associated PowerPoint slide.	
Notes	

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Relationships

Calm Me Script - Ages 6-7 - Piece 4

Children: In this Jigsaw Puzzle we are thinking carefully about Relationships, about the relationships we have with members of our families, relationships we have with our classmates, relationships we have with our friends and very importantly, the relationship we have with ourselves.

Relationships are very important to human beings as they give us company, help us feel loved and wanted, and relationships at school can help us learn.

So let's use our breathing and our Jigsaw Chime to calm our minds down, to feel relaxed and to focus our thoughts on our relationships.

So using your 'Calm Me' straight back, remembering there is a pretend golden thread pulling up through the top of your head and letting your spine grow nice and straight…have your feet flat on the floor and your hands resting lightly in your lap...and close your eyes.

Listen until you can't hear the sound any longer…(strike the chime).

Bring all your attention to your breathing and help your mind to feel a lovely deep breath. Feel the air coming in through your nostrils and notice how it fills up your lungs and then your tummy expands. Help your mind to follow the air as it moves out of your body and your tummy goes in again and you feel the warm air as it gently passes through your mouth.

Enjoy a few of these lovely calming breaths.

Now let's practise our 4/6 breathing. Breathe in and silently in your mind count to 4, all on that big gentle breath 1..2..3..4.

Then very slowly and gently let that breath leave your body and while it is on its way silently in your mind count to 6, …..1..2..3..4..5..6.

Take 3 more 4/6 breaths.

Now let your mind think about one of your best friends, a friend who is special to you, a person you have a special friendship with. Can you make a picture in your mind of this very special friend?

Can you fill up your body with the special feelings you have for this person? Can you smile as you think about your special friend?

Help your mind to build a picture of your friend.

Let's enjoy thinking about our special friends for a minute or two…

Now gently pretend your mind is like your computer and save your picture of your special friend. You can find this picture any time you want to because it is saved safely in your mind. All you have to do is close your eyes and ask your mind to find this picture for you.

Now gently notice your breathing as you take 3 deep, calm breaths and when you can no longer hear the chime, bring the lovely feelings back to the classroom with you.

Wiggle your fingers and toes, take a big stretch and when you are ready, bring your awareness back to this moment, calm and ready to learn.

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Jerrie Cat PowerPoint Slide 1 - Ages 6-7 - Piece 4

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Good Secret Worry Secret PowerPoint Slide 2 - Ages 6-7 - Piece 4

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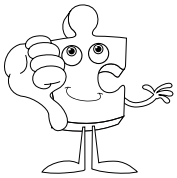
Relationships

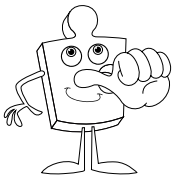
PowerPoint Slide 3: My Jigsaw Learning - Ages 6-7 - Piece 4

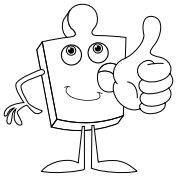
My Jigsaw Learning | Relationships Piece 4 | Ages 6-7

Name .....

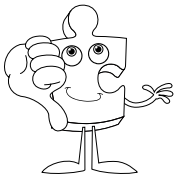
I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret

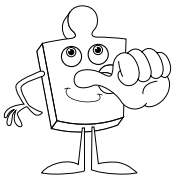


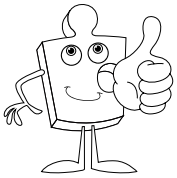




I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this







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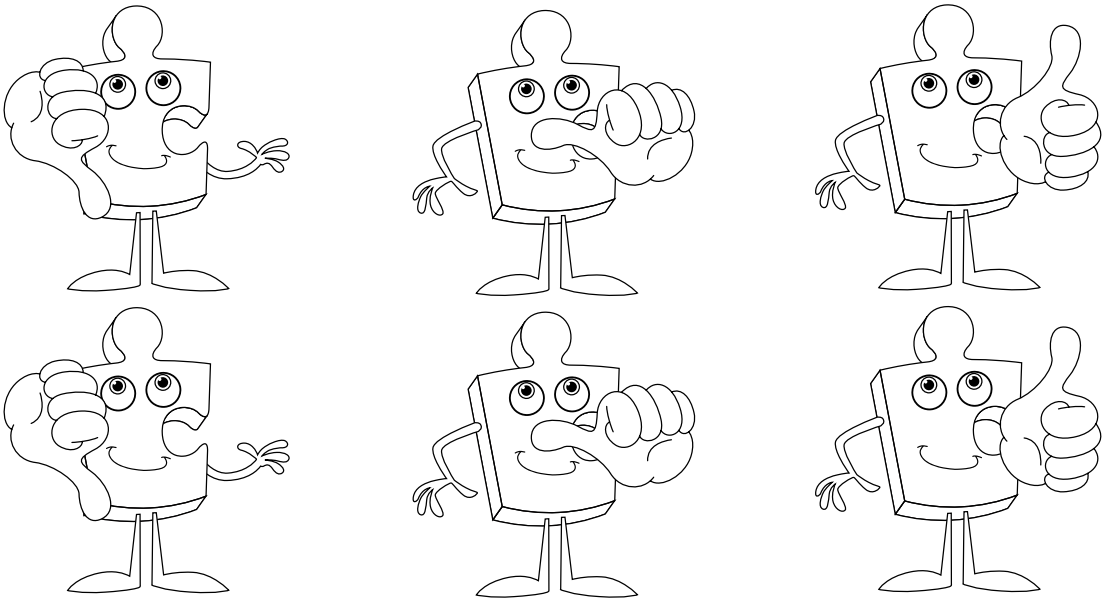
My Jigsaw Learning **Relationships Piece 4** **Ages 6-7**

Name .....

I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret

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



TINT BOX - To improve next time I .....

My Jigsaw Learning **Relationships Piece 4** **Ages 6-7**

Name .....

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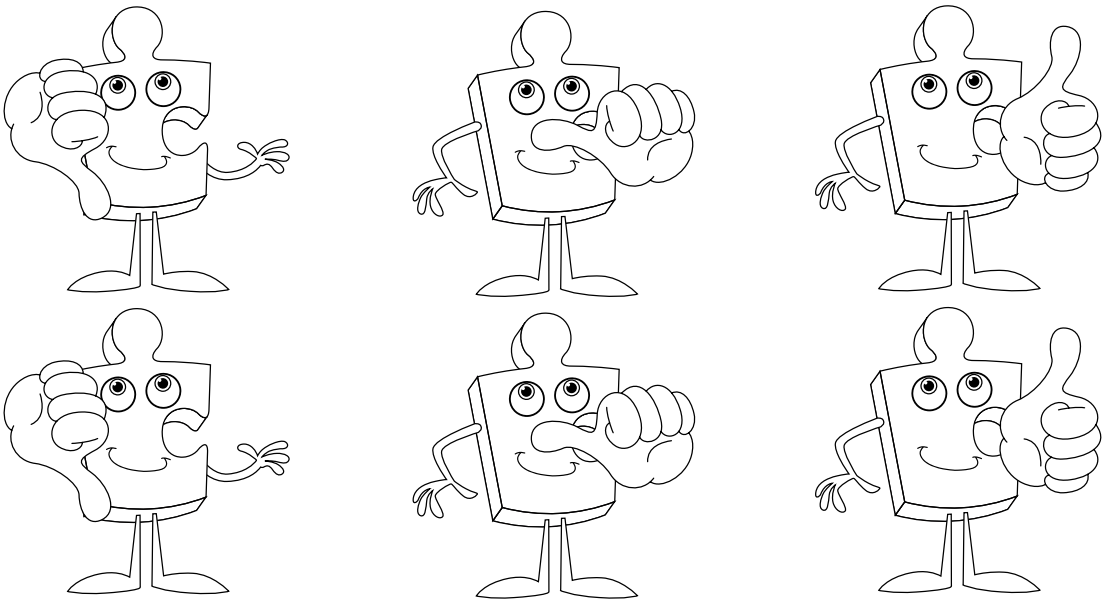
I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this



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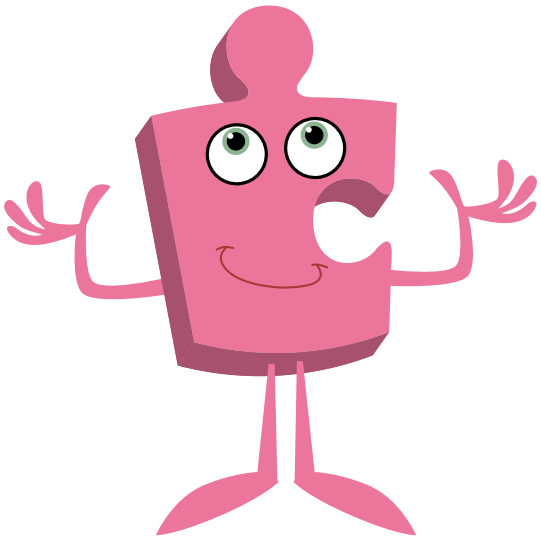
Puzzle 5: Relationships - Ages 6-7 - Piece 5

Trust and Appreciation	
Puzzle 5 Outcome **Our Relationships Fiesta**	**Please teach me to…** recognise and appreciate people who can help me in my family, my school and my community understand how it feels to trust someone
Resources Jigsaw Jo Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Balloon People cards Flipchart paper Jigsaw Journals My Jigsaw Learning	**Vocabulary** Trust Trustworthy Honesty Reliability



Teaching and Learning	Ask me this…
The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us Play the Elevator or Lift game. Put the children into pairs and ask them to stand back to back with their partner and link arms. They are going to sit down gently and carefully without letting go of their partner's arms. Once they have achieved this, they are going to stand again, without letting go of their partner's arms. Ask the children how they felt doing this game. Talk about how this game relies on cooperation and trust.	Did you manage to work together and trust your partner?
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?
Open my mind Ask: What does it mean to trust someone? Talk about the things that help trust grow, e.g. honesty, always being there, keeping good secrets, being a good listener, standing up for you, etc. Ask the children for their ideas. Have a balloon ready and with each new suggestion add a small puff of air to the balloon. Explain to the children that trust builds over time; just as the balloon is growing bigger, so does trust. Hold on tightly to the end of the balloon and move straight on to Tell me or show me.	

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Tell me or show me

Ask the children to suggest what can damage trust e.g. telling lies, talking about somebody behind their back, being unreliable etc. After each suggestion let a little air out of the balloon. Explain that when a person does something like this it's a bit like letting some of the air out of the 'trust balloon'. If they keep doing these things, one day all the trust will be gone and the trust balloon will be empty.

Pause Point: Slide 1: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause for 30 seconds. What are their thoughts and feelings right now? They don't have to share these, they can keep these private.

What is trust?

What helps us to trust people?

What causes us to lose trust?

Let me learn

Put the children into small groups. Give each group a piece of flipchart paper cut into a circle, and ask them to draw a stick figure in the middle to represent themselves. Give each group a set of the 'People' cards. Note there are some 'generic cards' so teachers can add/create additional people suitable for their setting.

Explain that we can all create a Circle of Trust around us and only let into the circle, those people we trust (like the stick person in the paper circle). You could illustrate this further with a hula hoop and invite each child to stand in the hoop (Circle of Trust) with you, saying "Jenny, I trust you so invite you into my Circle of Trust".

Ask the groups to place the cards on the flipchart circle. Any people they feel sure they can trust they need to place nearer the stick figure. Any people they think they might be able to trust, but are not sure, they place a little further away, and so on. Those they wouldn't trust at all, they keep off the paper and don't invite these into the Circle of Trust.

Encourage the children to talk about these in their groups and see if different people have different ideas. Stress that there are no right or wrong answers - it's something each person has to judge for themselves.

Back as a whole class, debrief the task. Reinforce the learning that we trust some people because we know them well, such as family and friends, and some we trust because we know it's their job to look after us, such as a police officer or doctor.

Ask the children to think about how they have sorted their cards, would they like to reconsider any of the people? Help them to see that there are many people who may be perfectly trustworthy, but it is easier to tell this when we know them well. (Include social media and online gaming with the children, if the teacher feels this is age-appropriate. e.g. trusting people that we actually know, rather than 'friends' online who may or may not be who they say they are.)

Ask the children the people who they would not trust and why.

Who are the people around us we can trust?

Who are the people you would not trust?

How do you know if you can trust people?

Does everyone have the same ideas about who to trust?

How do I feel about trusting and being trusted?

Help me reflect

Slide 2: Share the learning intentions from this Piece (lesson) with the children. Ask them to assess their learning and record this on the My Jigsaw Learning resources, as in previous Pieces (lessons).

Notes

Certificates

For next lesson you will need to personalise a RelationshipsPuzzle certificate for each child.

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Relationships

Calm Me Script - Ages 6-7 - Piece 5

Children: In this Jigsaw Puzzle we are thinking carefully about Relationships, about the relationships we have with members of our families, relationships we have with our classmates, relationships we have with our friends and very importantly, the relationship we have with ourselves.

Relationships are very important to human beings as they give us company, help us feel loved and wanted, and relationships at school can help us learn.

So let's use our breathing and our Jigsaw Chime to calm our minds down, to feel relaxed and to focus our thoughts on our relationships.

So using your 'Calm Me' straight back, remembering there is a pretend golden thread pulling up through the top of your head and letting your spine grow nice and straight…have your feet flat on the floor and your hands resting lightly in your lap...and close your eyes.

Listen until you can't hear the sound any longer…(strike the chime).

Bring all your attention to your breathing and help your mind to feel a lovely deep breath. Feel the air coming in through your nostrils and notice how it fills up your lungs and then your tummy expands. Help your mind to follow the air as it moves out of your body and your tummy goes in again and you feel the warm air as it gently passes through your mouth.

Enjoy a few of these lovely calming breaths.

Now let's practise our 4/6 breathing. Breathe in and silently in your mind count to 4, all on that big gentle breath 1..2..3..4.

Then very slowly and gently let that breath leave your body and while it is on its way silently in your mind count to 6, …..1..2..3..4..5..6.

Take 3 more 4/6 breaths.

Now let your mind think about one of your best friends, a friend who is special to you, a person you have a special friendship with. Can you make a picture in your mind of this very special friend?

Can you fill up your body with the special feelings you have for this person? Can you smile as you think about your special friend?

Help your mind to build a picture of your friend.

Let's enjoy thinking about our special friends for a minute or two…

Now gently pretend your mind is like your computer and save your picture of your special friend. You can find this picture any time you want to because it is saved safely in your mind. All you have to do is close your eyes and ask your mind to find this picture for you.

Now gently notice your breathing as you take 3 deep, calm breaths and when you can no longer hear the chime, bring the lovely feelings back to the classroom with you.

Wiggle your fingers and toes, take a big stretch and when you are ready, bring your awareness back to this moment, calm and ready to learn.

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Relationships

People Cards - Ages 6-7 - Piece 5

Teacher

Lollipop Person

School Secretary

Caretaker

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Head Teacher

Teaching Assistant

Lunchtime Supervisor

Playground Leader

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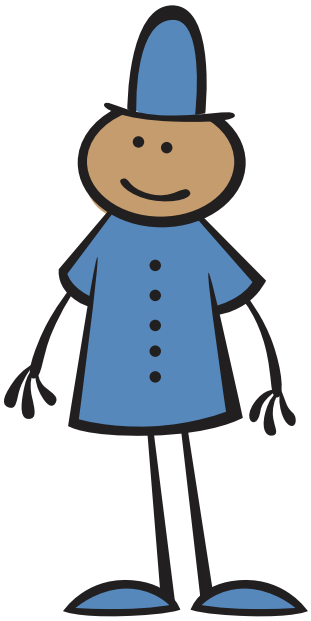
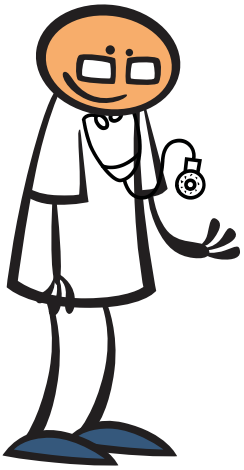


Police Officer

Vicar

Nurse



Dentist

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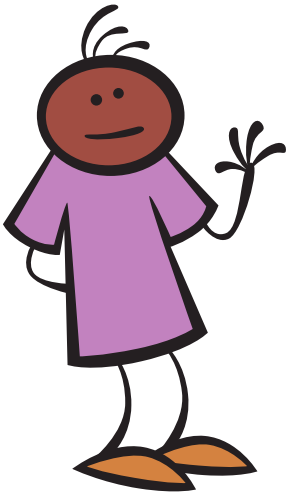
Relationships

People Cards - Ages 6-7 - Piece 5

Grandma



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Jerrie Cat PowerPoint Slide 1 - Ages 6-7 - Piece 5

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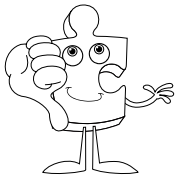
Relationships

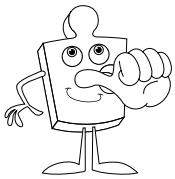
PowerPoint Slide 2: My Jigsaw Learning - Ages 6-7 - Piece 5

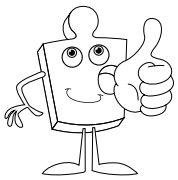
My Jigsaw Learning | Relationships Piece 5 | Ages 6-7

Name .....

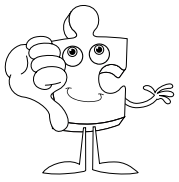
I recognise and appreciate people who can help me in my family, my school and my community

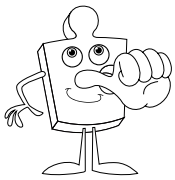


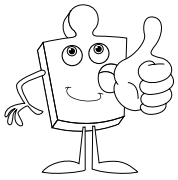




I understand how it feels to trust someone.







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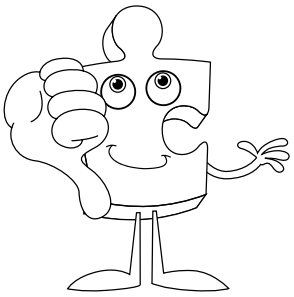
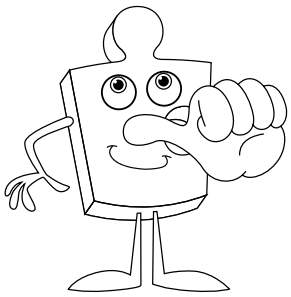
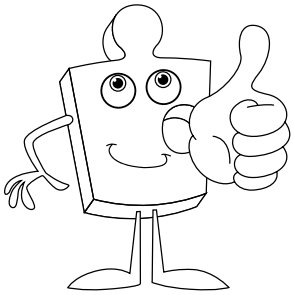
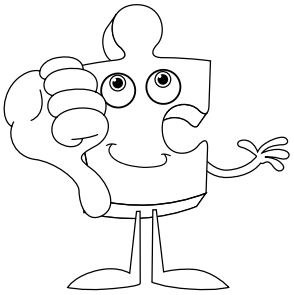
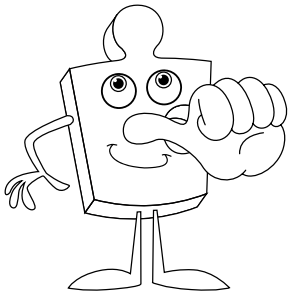
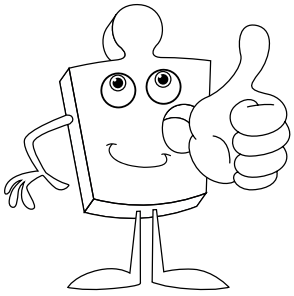
My Jigsaw Learning **Relationships Piece 5** **Ages 6-7**

Name .....

I recognise and appreciate people who can help me in my family, my school and my community

I understand how it feels to trust someone

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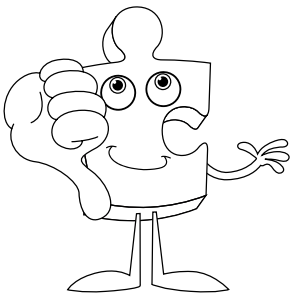
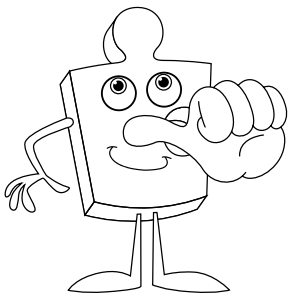
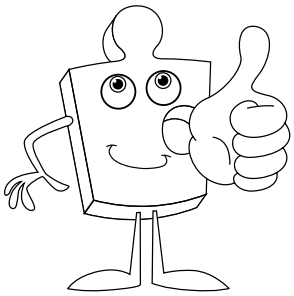
My Jigsaw Learning **Relationships Piece 5** **Ages 6-7**

Name .....

I recognise and appreciate people who can help me in my family, my school and my community

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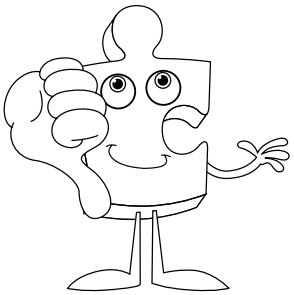
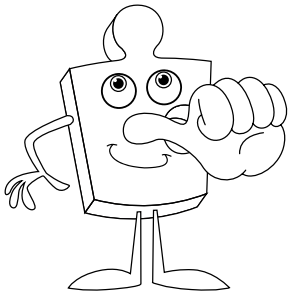
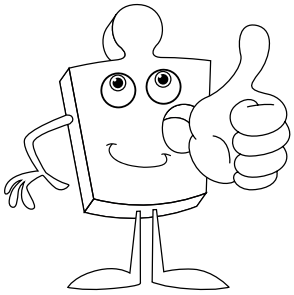

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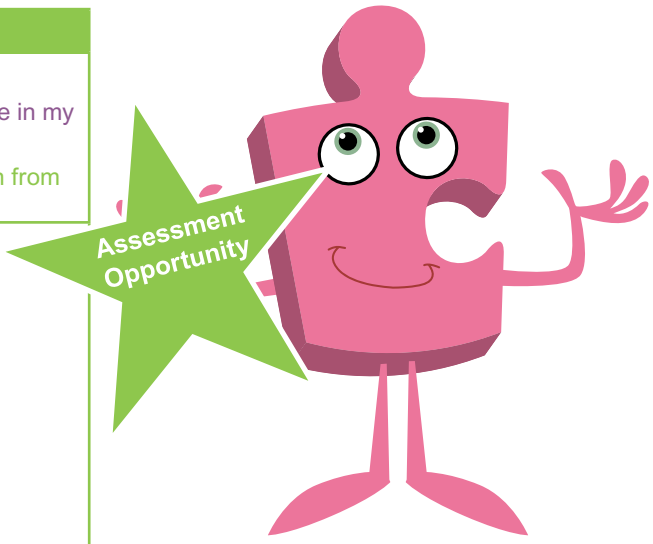
Puzzle 5: Relationships - Ages 6-7 - Piece 6

Celebrating My Special Relationships	
Puzzle 5 Outcome **Our Relationship Fiesta**	**Please teach me to…** express my appreciation for the people in my special relationships be comfortable accepting appreciation from others
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jo Jigsaw Jerrie Cat String Coloured paper cut into triangular flag shapes Jigsaw Journals Certificates My Jigsaw Learning	**Vocabulary** Compliments Celebrate Positive Negative Appreciate



Teaching and Learning	Ask me this…
Note Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the children's weekly formative assessments and work from their Jigsaw Journals and teacher weekly observations/notes. As a result, teachers may wish to consider giving this lesson slightly more curriculum time, and/ or choose to do the Tell me or show me/ Let me learn part of the lesson with the teacher(s) working with groups of children in turn.	
The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us Pass the Face With the children sitting in a circle, the teacher 'passes' a positive facial expression/gesture to the child next to them, to be passed around the circle. Do this several times with a smile, thumbs up, high-five etc Ask the children which was the nicest expression/gesture to give and receive.	What expressions do we like to see on people's faces?
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?
Open my mind Explain to the children that when someone says or thinks something nice about us, it is called a compliment. Some people can find it hard to accept compliments or believe them, but when someone says something nice it is always polite to say thank you and enjoy the nice feeling. Rehearse this by taking Jigsaw Jo around the circle. As Jo reaches each child, Jo whispers something positive in the teacher's ear about the child, which the teacher then offers to the child. e.g. Jo would like to say well done for helping in class yesterday. The child then replies by saying 'Thank you Jo'. Think of a different compliment for each child in the circle that will their boost self-esteem.	How does it feel to receive a compliment? How does it feel to give a compliment?)

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Tell me or show me/Let me learn

Through questioning, remind the children about all their learning from this Jigsaw Puzzle (unit):

- The different relationships we have in our families and how to get along with everyone;
- The importance of physical contact, and that there is physical contact (touch) we like and don't like;
- Why friends sometimes fall out and how we can problem solve when this happens;
- Good secrets and worry secrets;
- Why trust is important and knowing who to trust;
- Who we can go to for help if we need to talk about a worry secret or somebody hurting us;
- Giving and receiving compliments.

Explain to the children they are going to make a display of all their learning as a string of flags (bunting).

Each child will have a triangular piece of coloured paper. On one side of the paper they can write or draw the things that make them feel safe and special with a person, including as many of the different aspects of the Puzzle (unit) as they can.

On the reverse of the flag they then write or draw the opposite; the things about a person that would make them feel unsafe e.g. not knowing who they are, being untrustworthy, not being kind etc.

NOTE: This activity could possibly give rise to disclosures from children or responses that give you cause for concern. Be alert to such issues, and be sensitive and measured in the way you react to any concerns that emerge. Ensure that you are familiar with the school's safeguarding policy and procedures.

To extend children's thinking teachers may wish to use the following questions.

- What problem-solving techniques have you learned about?
- Who would you trust to go to for help if you needed it? Why?
- What problem-solving techniques might work best and why?

The teacher can use work from this lesson along with work in the children's Jigsaw Journals to summatively assess each child's learning in this Puzzle (unit), and record whether they are working towards, working at or working beyond on the Jigsaw Summative Assessment: Tracking Pupil Progress Grid.

The completed string of flags can also be used as part of the End of Puzzle Outcome as discussed with the Jigsaw Subject Lead in school prior to starting this unit of work (Puzzle).

Help me reflect

Slide 1: Ask the children to complete My Jigsaw Learning for this lesson (Piece) and to stick it into their Jigsaw Journals. The teacher may wish to model this with the children using the PowerPoint slide asking the children to show whether they are a thumb-up/ neutral/ down for each learning intention prior to completing the sheet.

Hand out the end of Puzzle certificate to each child to stick into their Jigsaw Journal.

Notes

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Relationships

Calm Me Script - Ages 6-7 - Piece 6

Relationships are very important to human beings as they give us company, help us feel loved and wanted, and relationships at school can help us learn.

So let's use our breathing and our Jigsaw Chime to calm our minds down, to feel relaxed and to focus our thoughts on our relationships.

So using your 'Calm Me' straight back, remembering there is a pretend golden thread pulling up through the top of your head and letting your spine grow nice and straight…have your feet flat on the floor and your hands resting lightly in your lap...and close your eyes.

Listen until you can't hear the sound any longer…(strike the chime).

Bring all your attention to your breathing and help your mind to feel a lovely deep breath. Feel the air coming in through your nostrils and notice how it fills up your lungs and then your tummy expands. Help your mind to follow the air as it moves out of your body and your tummy goes in again and you feel the warm air as it gently passes through your mouth.

Enjoy a few of these lovely calming breaths.

Now let's practise our 4/6 breathing. Breathe in and silently in your mind count to 4, all on that big gentle breath 1..2..3..4.

Then very slowly and gently let that breath leave your body and while it is on its way silently in your mind count to 6, …..1..2..3..4..5..6.

Take 3 more 4/6 breaths.

Now let your mind find a picture of you. Can you make a picture in your mind of this very special person?...You.

Can you fill up your body with the special feelings you have for this person? Can you smile as you think about this very special person?…YOU.

Help your mind to build a picture of the happy and unique you.

Let's enjoy thinking about some of the ways we are special and unique for a minute or two…

Now gently pretend your mind is like your computer and save your picture of your special friend. You can find this picture of the happy, special YOU any time you want to because it is saved safely in your mind. All you have to do is close your eyes and ask your mind to find this picture for you.

Now gently notice your breathing as you take 3 deep, calm breaths and, when you can no longer hear the chime, bring the lovely feelings back to the classroom with you.

Wiggle your fingers and toes, take a big stretch and when you are ready, bring your awareness back to this moment, calm and ready to learn.

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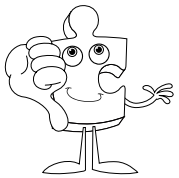
Relationships

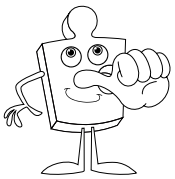
PowerPoint Slide 1: My Jigsaw Learning - Ages 6-7 - Piece 6

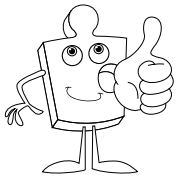
My Jigsaw Learning | Relationships Piece 6 | Ages 6-7

Name .....

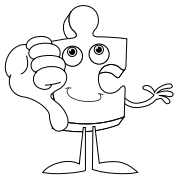
I can express my appreciation for the people in my special relationships

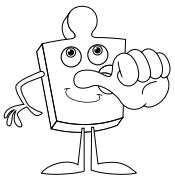


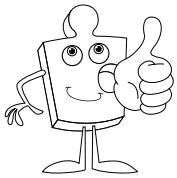




I am comfortable accepting appreciation from others







TINT BOX - To improve next time I .....

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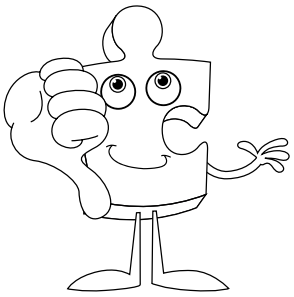
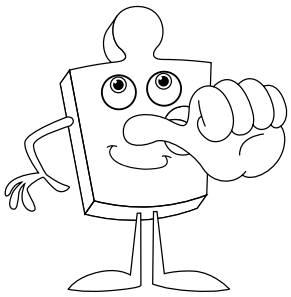
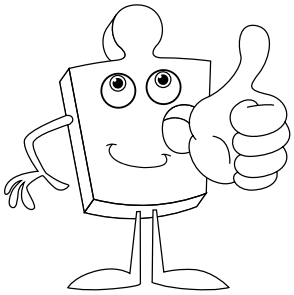
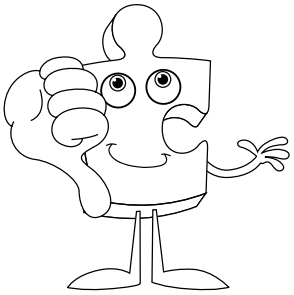
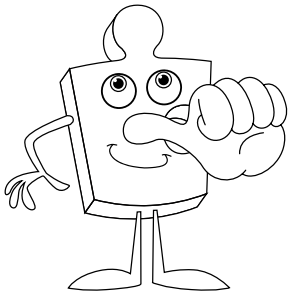
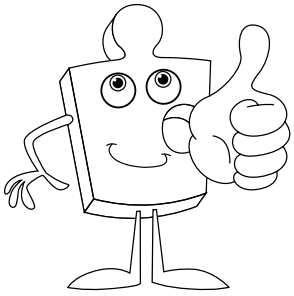
My Jigsaw Learning **Relationships Piece 6** **Ages 6-7**

Name .....

I can express my appreciation for the people in my special relationships

I am comfortable accepting appreciation from others

TINT BOX - To improve next time I .....

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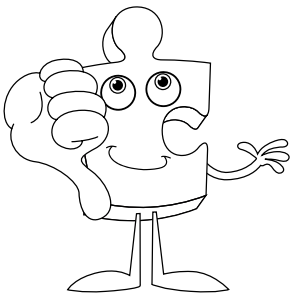
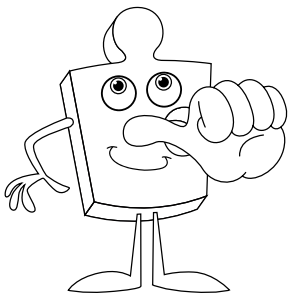
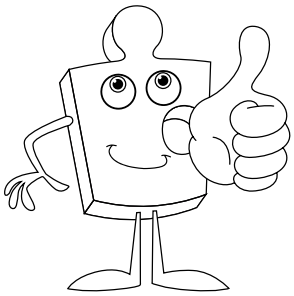
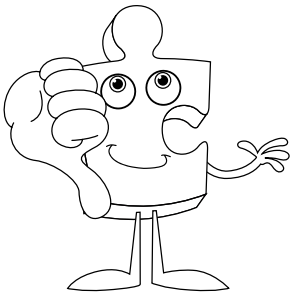
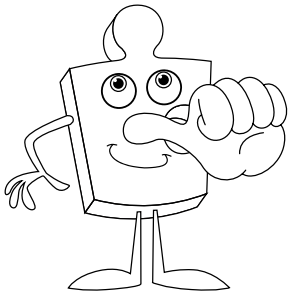
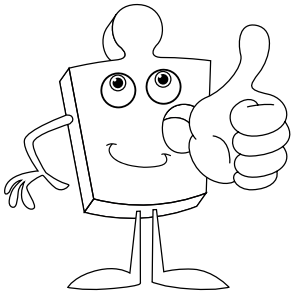
My Jigsaw Learning **Relationships Piece 6** **Ages 6-7**

Name .....

I can express my appreciation for the people in my special relationships

I am comfortable accepting appreciation from others

TINT BOX - To improve next time I .....

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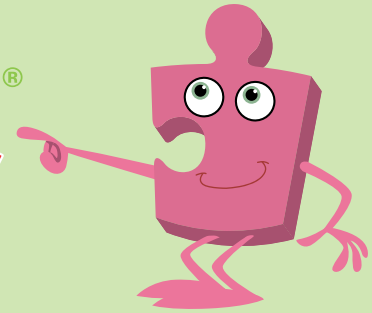

Relationships

Well done!

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Please feel proud that you have learnt to:

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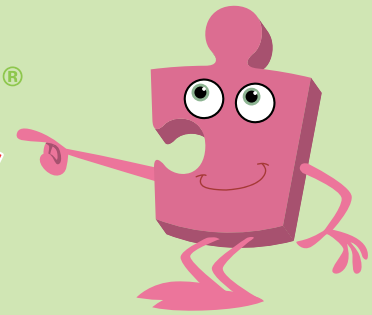
I am especially pleased that you:

.....

I am proud that I can:

.....

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



Relationships

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

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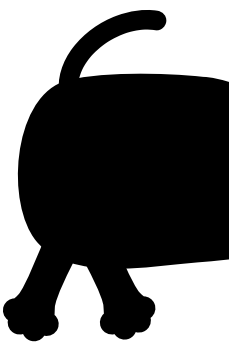
Exemplification for Ages 6-7 Relationships Puzzle

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

	WORKING TOWARDS
I don't like it when somebody hurts me. I like kind people. If a person is making me scared, I would tell my Dad.	

Ages 6-7 expectation	WORKING AT
When people tell the truth, it helps me trust them. If they lie, I won't trust them. If someone was making me keep a bad secret, I wouldn't try to problem solve with them. It would be better to tell an adult about it.	

	WORKING BEYOND
If a friend was making me do something wrong and said it was a secret, that would make me feel uncomfortable, because they are asking me to lie about something bad. I wouldn't try to use the Red Amber Green idea with this situation, because it can only work if both people want it to. It would be better to tell an adult who can sort the problem out.	



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