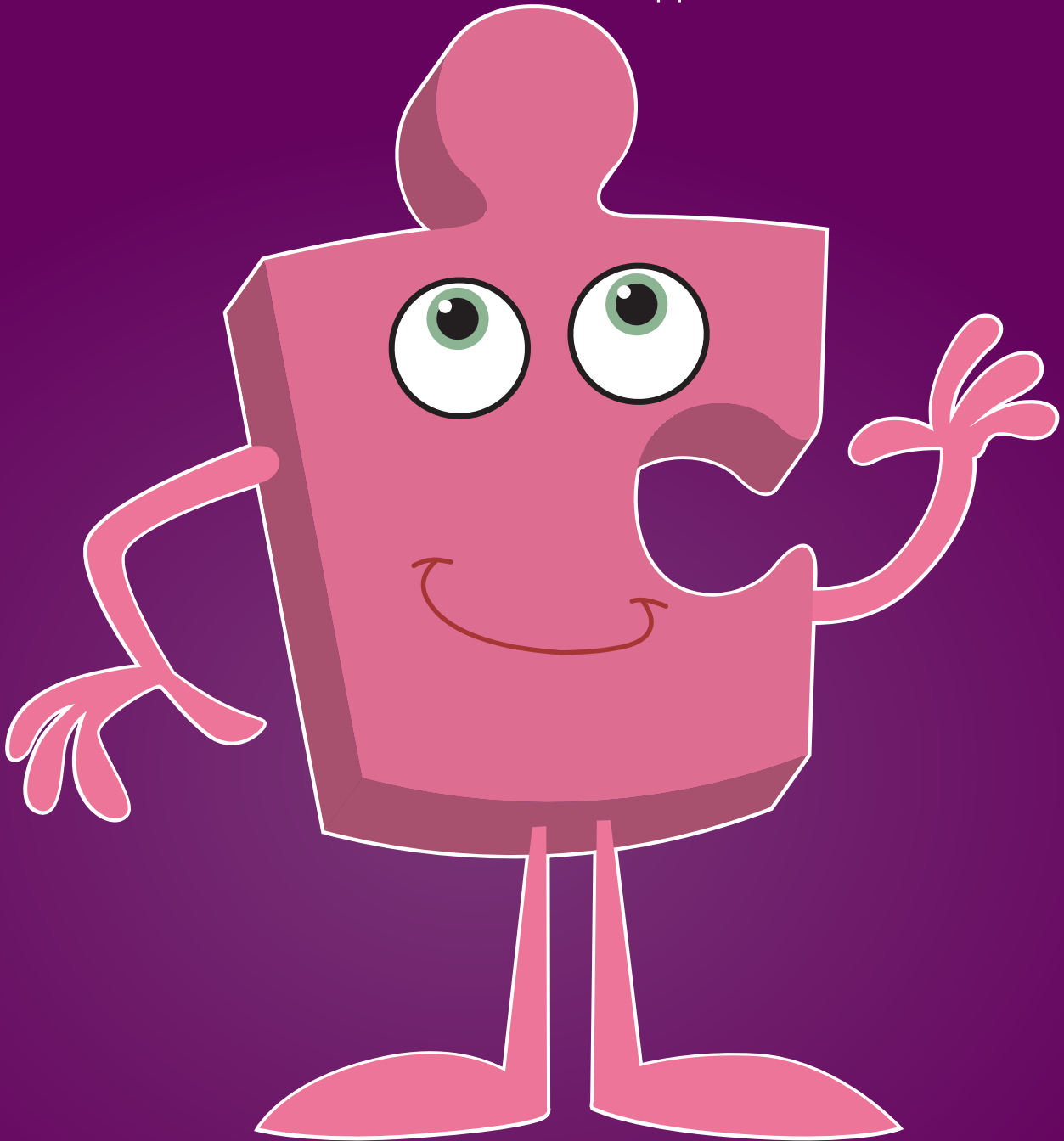


JIGSAW!®

The mindful approach to PSHE



Celebrating Difference - Year 2

www.jigsawpshe.com

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Celebrating Difference

Puzzle Map - Year 2

Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display



Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Accept that everyone is different	1. Boys and girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are similar and feel good about this	Jigsaw Chime, 'Calm Me' script, Book: 'Dulcie Dando' by Sue Stop and Debi Giori, Jigsaw Jo, Jigsaw Jo's bag, Four photo cards of children, Four description cards, Shield templates, Jigsaw Journals.
Include others when working and playing	2. Boys and girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are different and accept that this is ok	Jigsaw Chime, 'Calm Me' script, Duvet covers (or pictures of) Book: 'Bill's New Frock' by Anne Fine, Jigsaw Jo, Difference shield templates, Jigsaw Journals.
Know how to help if someone is being bullied	3. Why does bullying happen?	I understand that bullying is sometimes about difference	I can tell you how someone who is bullied feels I can be kind to children who are bullied	Jigsaw Chime, 'Calm Me' script Puzzle Song sheet: 'The Colours of Friendship', Jigsaw Jo, Scenario picture/description cards, Tree display or branch in a pot as a friendship tree display, Post-its - brown and green leaf shapes, Jigsaw Journals.
Try to solve problems	4. Standing up for myself and others	I can recognise what is right and wrong and know how to look after myself	I know when and how to stand up for myself and others I know how to get help if I am being bullied	Jigsaw Chime, 'Calm Me' script, Number cards, Puzzle Song sheet: 'Playground Blues', Jigsaw Jo, Scenario picture/description cards, Paper person chain template, Jigsaw Journals.
Try to use kind words	5. Making a new friend	I know some ways to make new friends	I know how it feels to be a friend and have a friend	Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'The Colours of Friendship', Jigsaw Jo, Picture book: 'Willy and Hugh' by Anthony Browne, Friendship token master sheet, Jigsaw Journals.
Know how to give and receive compliments	6. Celebrating difference and still being friends Assessment Opportunity ★	I can tell you some ways I am different from my friends	I understand these differences make us all special and unique	Jigsaw Chime, 'Calm Me' script, Pair cards, Jigsaw Jo, 3D Trophy template, Puzzle 2 Attainment Descriptor Grid, Jigsaw Journals.



Assembly (Collective Worship) to launch Puzzle: Celebrating Difference

Puzzle Assembly/Collective Worship Title: Celebrating Difference

Songs: The Colours of Friendship and Playground Blues

Puzzle Assembly/Collective Worship title: Celebrating Difference

Songs: The Colours of Friendship and Playground Blues

Stimulus (focus for reflection): PowerPoint pictures of children from around the world. Alternatively schools could use photos of the pupils in their school with Katy Perry's song - Fireworks

Calm me: Start the assembly by asking the children to take 3 deep breaths while the Jigsaw chime is rung, then to listen to the chime until they can no longer hear any sound.
Tell the children: whisper to the person next to you something that makes you the same as them and something that makes you different.

Help me think about: Recap what the children have seen on the screen - what do they think the Jigsaw Puzzle is about this term? Celebrating difference.

Resources: YouTube - Lanny Sherwin's Everyone is different. Katy Perry - Fireworks song. 2 staff volunteers who are prepared beforehand to come in same colour clothes. Fact cards.

Puzzle Assembly Plan: Ask 2 adults to come up to the front - preferably same sex, similar hair colour, etc. and tell everyone that these adults are exactly the same as each other and say why, same colour clothes, same height, both female/male, etc. They are exactly the same.

One of the adults to role play alongside the lead practitioner and point out that while there may be some similarities actually they are quite different. Give some examples about favourite foods/colours/hobbies, etc.

Lead practitioner to reflect that perhaps it would be very boring if everyone was the same and actually the world is much more fun and interesting because everyone is different.

Ask the pupils to look at their fingertips and look carefully at the lines on them. Tell them that there is no one else in the WORLD that has the same lines on their fingertips as you. That makes you unique. (Check for understanding of the term unique.)

Now ask for some volunteers to come up and read out the unique facts about some animals on our planet, something that makes them completely different from every other type of animal. Use some/all of the following facts:

Sharks lay the largest eggs in the world. Bees have five eyes. No two zebras have the same markings.

Crocodiles can't stick their tongues out. Dolphins sleep with one eye closed. Slugs have four noses.

A snail can sleep for 3 years. Honeybees have hair on their eyes. A hippo can run faster than a man. Tigers have striped skin not just striped fur.

Isn't it brilliant that we are all different?

Help me reflect (time for reflection): Invite the children and adults present to take time to reflect on, or maybe they would like to take time to pray, "talking to their god if that is meaningful to them": Watch/listen to Lanny Sherwin's "Everyone is different". This will provide opportunity to reflect on how they and others are completely unique. Then give children a minute or two to reflect on how they are each unique or what it is about a friend that makes him unique.

Closing the worship: The Jigsaw Puzzle song to be sung and then children leave the hall in a manner reflecting school procedures and routines.

Celebrating Difference

Assembly (PowerPoint Slides) - Year 2





**Sharks lay
the largest
eggs in the
world.**

**Bees have
five eyes.**

**No two
zebras have
the same
markings.**

**Crocodiles
can't
stick their
tongues out.**

**Dolphins
sleep with
one eye
closed.**

**Slugs have
four noses.**

**A snail can
sleep for 3
years.**

**Honeybees
have hair on
their eyes.**

**A hippo can
run faster
than a man.**

**Tigers have
striped skin
not just
striped fur.**

Isn't it brilliant that we are all different?

Learning Together

Learning together whatever our talents
Learning to take all the smooth with the rough
Living together, we're all very different
Some of us sensitive, others just try to act tough.

Sharing together whatever our troubles
Sharing together whatever life sends;
When things go wrong and our world falls to
pieces,
We know we're sharing our problems and troubles
with friends.

Helping each other by listening and caring,
Daring to talk about just how we feel;
Knowing in bad times when someone is hurting,
They need to know that our care and our friendship
are real.



Learning Together

Happily

Chorus

Learn-ing to - geth - er what - ev - er our tal - ents, Learn-ing to take all the
 Shar - ing to - geth - er what - ev - er our troub - les Shar - ing to - geth - er what
 Help - ing each oth - er by list - 'ning and car - ing, Dar - ing to talk a - bout

Verse

smooth with the rough; Liv - ing to - geth - er we're all ver - y diff - 'rent Some of us
 ev - er life sends; When things go wrong and our world falls to piec - es, We know we're
 just how we feel; Know - ing in bad times when some - one is hurt - ing, They need to

sen - si - tive, oth - ers just try to act tough.
 shar - ing our prob - lems and troub - les with friends.
 know that our care and our friend-ship are real. real.

Chorus

Learn-ing to - geth - er what - ev - er our tal - ents, Learn-ing to take all the
 Shar - ing to - geth - er what - ev - er our troub - les Shar - ing to - geth - er what
 Help - ing each oth - er by list - 'ning and car - ing, Dar - ing to talk a - bout



Playground Blues

I've got the playground blues, my friend's away,
I've got the playground blues, I'm on my own today
I've got the playground blues, playground blues
I'm talking to myself I've got those sad playground
blues.

Here comes the playground rescue
We'll be your buddies today.
Here comes the playground rescue
We really want you to play.
Here comes the playground rescue,
We know what to do,
Put away that frown, it's smiles all round
'Cause we'll be a buddy to you.



Playground Blues

Sad blues

F⁷ D[°]/F B[♭]m F C⁷ F¹³

I've got the play-ground blues My

B[♭]7 F⁷ F¹³ F C⁷/G G[♯]° F/A

friend's a- way, I've got the play-ground blues, I'm on my own to- day. I've got the

B[♭]13 B[♭]7 (quiet & sad) F⁷

play-ground blues, [do do do do!] I've got the play-ground blues.

(quiet & sad) F⁷ C⁷ D[♭]7 C⁷ F

[do do do dee de!] I'm talk- ing to my- self, I've got those sad play-ground blues,

mf *p* *mf* *p*

F F7 D°/F Bbm F C7 F C7

1. 2. rit.

I've got the

f p

freely lively

D9 G13 G(b13) C F G C F G C F G

Straight ♩s

D9 G13 G(b13) C F G C F G C F G

f

F F7 C C F G C/E C7 F

SALUTE!

Here comes the play-ground res- cue, — We'll be your bud-dies to-

C G G7 C D7

SALUTE!

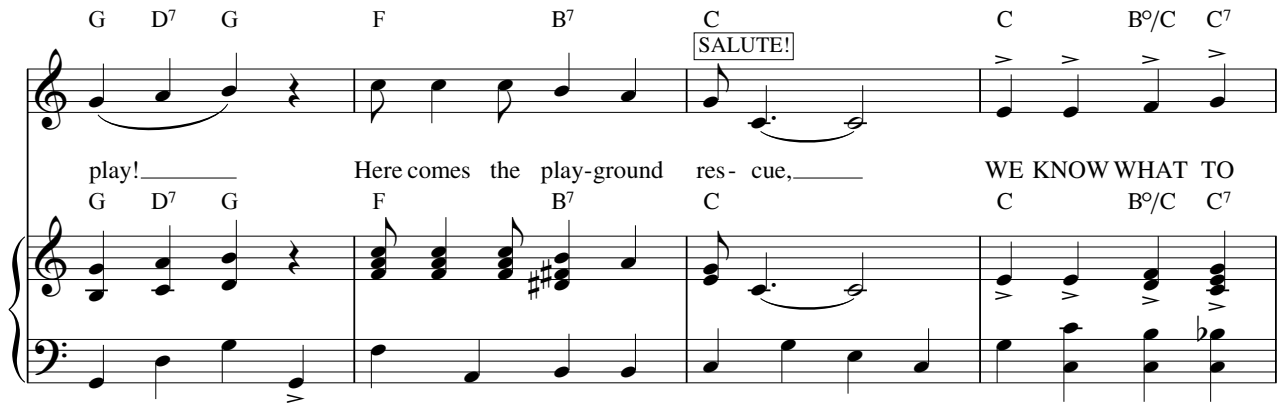
day! — Here comes the play-ground res- cue, — We real - ly want you to

C G G7 C D7

G D7 G F B7 C SALUTE! C B°/C C7

play! Here comes the play-ground res- cue, WE KNOW WHAT TO

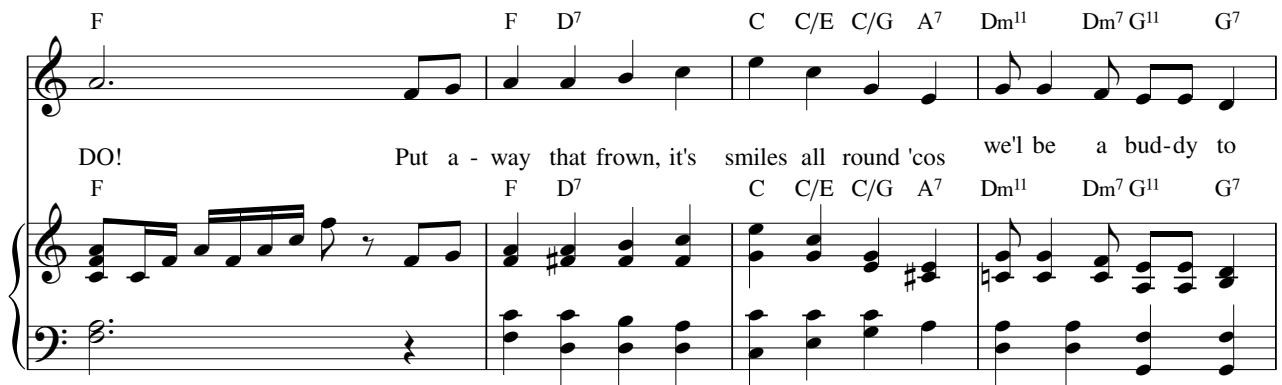
G D7 G F B7 C C B°/C C7



F F D7 C C/E C/G A7 Dm11 Dm7 G11 G7

DO! Put a - way that frown, it's smiles all round 'cos we'll be a bud-dy to

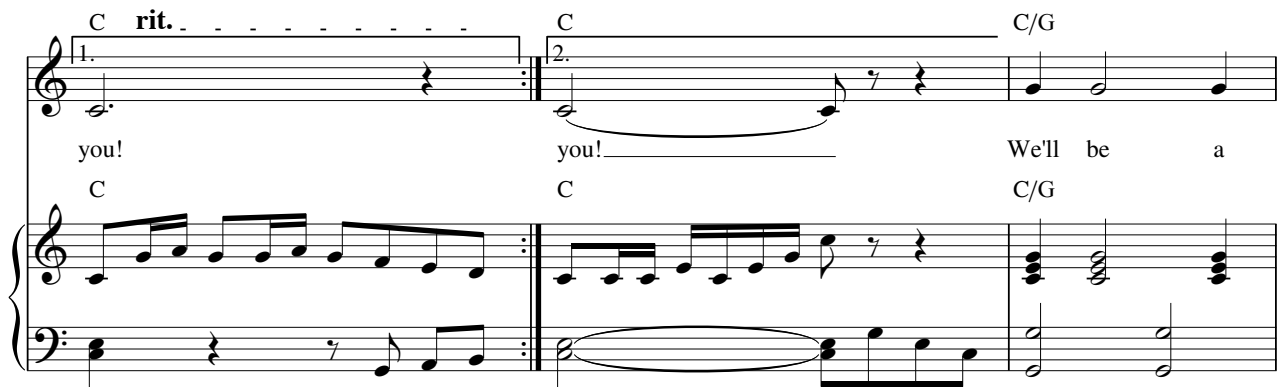
F F D7 C C/E C/G A7 Dm11 Dm7 G11 G7



C rit. C C/G

1. you! you! We'll be a

C C C/G

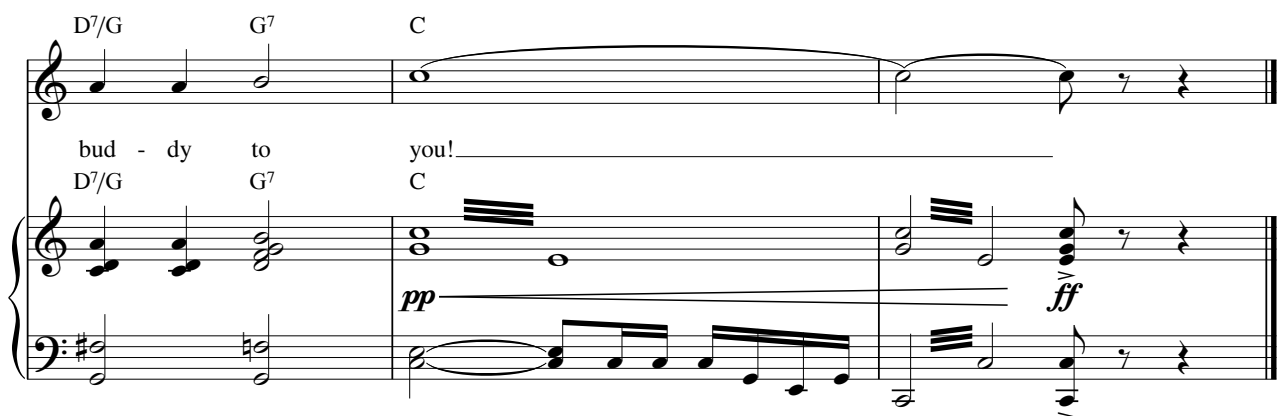


D7/G G7 C

bud - dy to you!

D7/G G7 C

pp *ff*



The Colours of Friendship

The colours of friendship
Are leaves on the tree
The signs of our friendship
From you and from me
By working together
All of the way
By caring and sharing,
Giving, living the friendship way

We carefully listen,
To what people say
Respecting each other
Forgiving each day
We show understanding
At lessons and play
By caring and sharing,
Giving, living the friendship way



The Colours of Friendship

E^b/G Cm⁷ Fm⁷ B^b7(sus4) B^b7 E^b A^b E^b B^b11 B^b7 E^b

The col-ours of friend ship
care-ful-ly lis - ten

7 E^b7 A^b C⁷ Fm F⁷

— are leaves on the tree, The signs of our friend ship from you and from
— to what peo - ple say, Res - pect - ing each oth - er for - giv - ing each

12 B^b7(sus4) B^b7 E^b G⁷ Cm Cm/B^b

me. By work - ing to - geth - er all of the way,
day. We show un - der stand ing at les - sons and play,

17 A^o A^b E^b/G Cm⁷ Fm⁷ B^b7(sus4) B^b7 E^b A^b E^b E^b

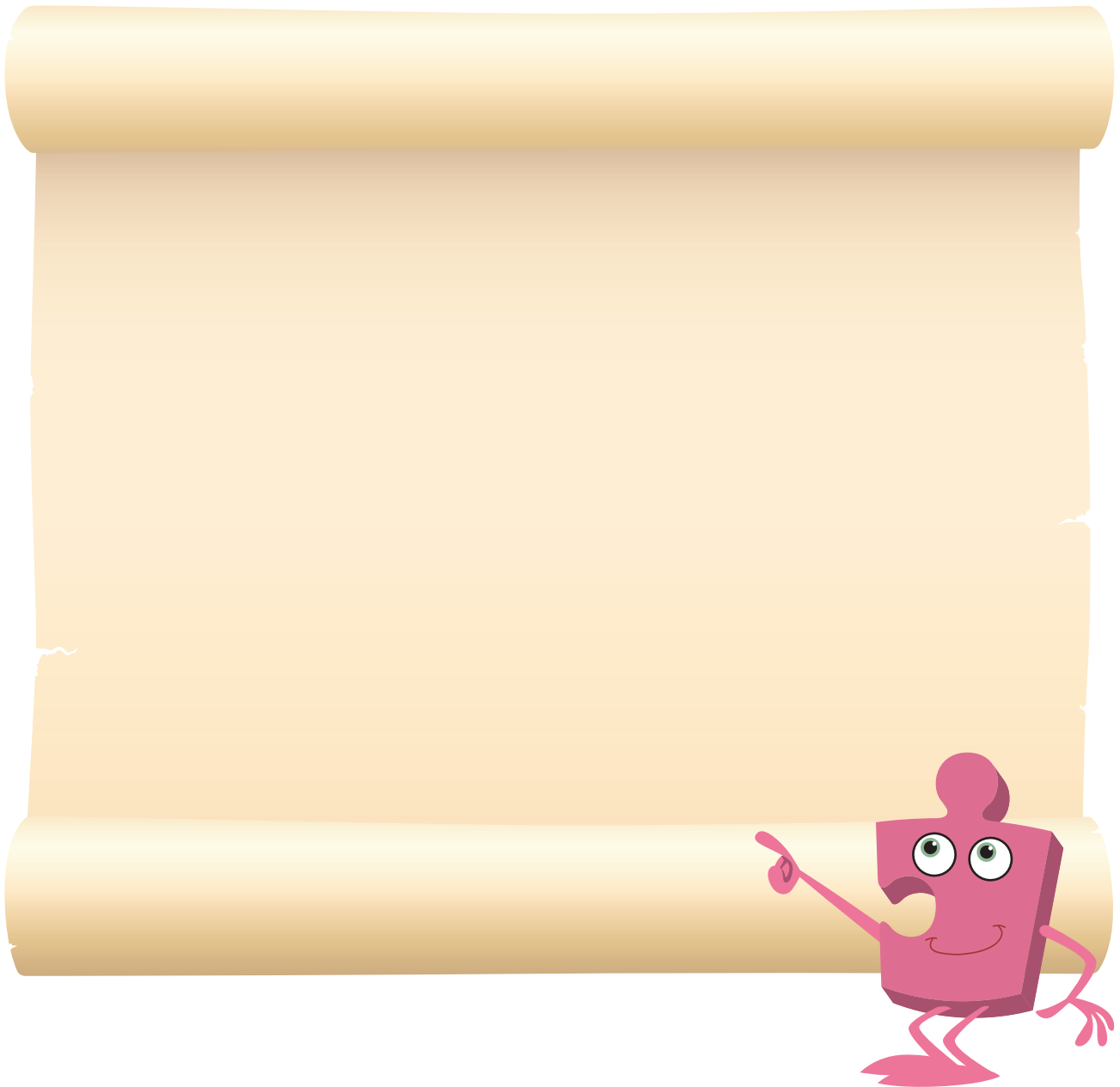
— By car - ing and shar - ing, giv - ing, liv - ing the friend - ship way. We
— By car - ing and shar - ing, giv - ing, liv - ing the friend - ship way.



Weekly Celebration 1

This week we are celebrating people in our school who:

Accept that everyone is different





Weekly Celebration 2

This week we are celebrating people in our school who:

Include others when working and playing





Weekly Celebration 3

This week we are celebrating people in our school who:

Know how to help if someone is being bullied





Weekly Celebration 4

This week we are celebrating people in our school who:

Try to solve problems





Weekly Celebration 5

This week we are celebrating people in our school who:

Try to use kind words





Weekly Celebration 6

This week we are celebrating people in our school who:

Know how to give and receive compliments



Celebrating Difference

Puzzle Overview - Year 2

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

Jigsaw Assessment - Year 2

My Learning Progress This Year

Note to teacher: Recording and tracking progress. A copy of this sheet will be needed as a record for each child (see next page for sheet without teacher note for photocopying). This 'My Learning Progress this year' sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). Each descriptor has two elements, the purple being PSHE - specific and the green having a social/emotional focus. After the assessment task in each Puzzle, the teacher, using a 'best fit' approach, highlights the appropriate descriptor box on each child's sheet and adds a comment in the box.

Child's name:		Class:			Teacher comments
Assessment Date	Working towards	Working at	Working beyond		
Puzzle 2 Celebrating Difference	I can name one way that my friend is different from me	I can identify some ways in which my friend is different from me	I can compare myself with a friend and describe the similarities and differences between us		
	I can give a reason why my friend is special to me	I can tell you why I value this difference about him/her	I can express how I feel about our similarities and differences		
Puzzle 3 Dreams and Goals	I can tell you what I did to help my group create the end product	I can explain some of the ways I worked cooperatively in my group to create the end product	I can explain how my own and other people's contributions helped the group to create the end product		
	I can say how I felt about working in the group	I can express how it felt to be working as part of this group	I can explain what felt good and what felt difficult about working in our group		
Puzzle 4 Healthy Me	I can make a healthy snack with help, and I can tell you why it is good for my body	I can make some healthy snacks and explain why they are good for my body	I can identify and prepare snacks that are healthy, and explain my choice by saying why they are good for my body		
	I can say how I feel about eating healthy food	I can express how it feels to share healthy food with my friends	I can compare my own and my friends' choices and can express how it feels to make and share healthy food together		
Puzzle 5 Relationships	I can give an example of something that causes conflict between me and my friends	I can identify some of the things that cause conflict between me and my friends	I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise		
	I can say how we could settle this conflict using the positive problem solving technique	I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	I can demonstrate how to use the positive problem solving technique to resolve these conflicts and consider how effective it might be		
Puzzle 6 Changing Me	I can correctly name the main parts of the body that make boys and girls different and I know these are parts we keep private	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private	I can talk 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 tell you something that I either like or dislike about being a boy/girl	I can tell you what I like/don't like about being a boy/girl	I can explain how I feel about being a boy/girl and talk about what I like and dislike about it		

Please note: No assessment opportunity for Puzzle 1. Highlight 'best fit' as to what level the child is working at.

Jigsaw Assessment - Year 2

My Learning Progress This Year

Child's name:		Class:				Teacher comments
Assessment Date	Working towards	Working at	Working beyond			
Puzzle 2 Celebrating Difference	I can name one way that my friend is different from me	I can identify some ways in which my friend is different from me	I can compare myself with a friend and describe the similarities and differences between us			
	I can give a reason why my friend is special to me	I can tell you why I value this difference about him/her	I can express how I feel about our similarities and differences			
Puzzle 3 Dreams and Goals	I can tell you what I did to help my group create the end product	I can explain some of the ways I worked cooperatively in my group to create the end product	I can explain how my own and other people's contributions helped the group to create the end product			
	I can say how I felt about working in the group	I can express how it felt to be working as part of this group	I can explain what felt good and what felt difficult about working in our group			
Puzzle 4 Healthy Me	I can make a healthy snack with help, and I can tell you why it is good for my body	I can make some healthy snacks and explain why they are good for my body	I can identify and prepare snacks that are healthy, and explain my choice by saying why they are good for my body			
	I can say how I feel about eating healthy food	I can express how it feels to share healthy food with my friends	I can compare my own and my friends' choices and can express how it feels to make and share healthy food together			
Puzzle 5 Relationships	I can give an example of something that causes conflict between me and my friends	I can identify some of the things that cause conflict between me and my friends	I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise			
	I can say how we could settle this conflict using the positive problem solving technique	I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	I can demonstrate how to use the positive problem solving technique to resolve these conflicts and consider how effective it might be			
Puzzle 6 Changing Me	I can correctly name the main parts of the body that make boys and girls different and I know these are parts we keep private	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private	I can talk 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 tell you something that I either like or dislike about being a boy/girl	I can tell you what I like/don't like about being a boy/girl	I can explain how I feel about being a boy/girl and talk about what I like and dislike about it			

Please note: No assessment opportunity for Puzzle 1. Highlight 'best fit' as to what level the child is working at.

Puzzle 2 Celebrating Difference - Year 2

My Jigsaw Learning Record

It is envisaged that, at the beginning of a Puzzle children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. (A photocopiable version is on the next page.) They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the 'Me' box in the relevant Working at, Working towards or Working beyond descriptor box, depending on what he thinks he has achieved. The teacher colours in the 'Teacher' box in the relevant descriptor and facilitates a conversation with the child about his learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

Where am I with my learning?

Colour in the box to show where you think you are.
Does your teacher agree with you?

	Working towards		Working at		Working beyond	
How am I doing?	I can name one way that my friend is different from me		I can identify some ways in which my friend is different from me		I can compare myself with a friend and describe the similarities and differences between us	
	Me	Teacher	Me	Teacher	Me	Teacher
	I can give a reason why my friend is special to me		I can tell you why I value this difference about him/her		I can express how I feel about our similarities and differences	
	Me	Teacher	Me	Teacher	Me	Teacher

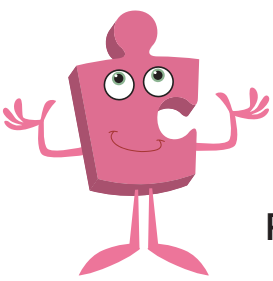
I think...	<p>I enjoyed learning.....</p> <p>I could learn better if.....</p> <p>I still wonder about....</p>
My teacher thinks...	<p>I am impressed with.....</p> <p>Next time.....</p>

Puzzle 2 Celebrating Difference - Year 2

My Jigsaw Learning Record

Where am I with my learning? Colour in the box to show where you think you are. Does your teacher agree with you?						
	Working towards		Working at		Working beyond	
How am I doing?	I can name one way that my friend is different from me		I can identify some ways in which my friend is different from me		I can compare myself with a friend and describe the similarities and differences between us	
	Me	Teacher	Me	Teacher	Me	Teacher
	I can give a reason why my friend is special to me		I can tell you why I value this difference about him/her		I can express how I feel about our similarities and differences	
	Me	Teacher	Me	Teacher	Me	Teacher

I think...	<p>I enjoyed learning.....</p> <p>I could learn better if.....</p> <p>I still wonder about....</p>
My teacher thinks...	<p>I am impressed with.....</p> <p>Next time.....</p>



Puzzle 2: Celebrating Difference - Year 2 - Autumn 2

Piece 1 - Boys and Girls

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... start to understand that sometimes people make assumptions about boys and girls (stereotypes) understand some ways in which boys and girls are similar and feel good about this</p>	
<p>Resources Jigsaw Chime 'Calm Me' script Book: 'Dulcie Dando, Soccer Star' by Sue Stop and Debi Gliori Jigsaw Jo Jigsaw Jo's bag Four photo cards of children Four description cards Jigsaw Journals</p>	<p>Vocabulary Boys Girls Similarities Assumptions Shield Stereotypes</p>	
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us Play 'Switch.' The aim of this game is for children to gain awareness of the similarities and differences between them, particularly the similarities. Therefore, throughout the game the teacher needs to keep drawing children's attention to the others who 'switched' at the same time as them, thereby helping children get to know with whom they have things in common (e.g. "Did you notice who also switched when I asked who has a pet gerbil?"). Play the game: Sitting in a circle the teacher explains to children that when she calls out a statement that applies to them, they need to 'switch' places with someone else who to whom it also applies. The teacher may call out, "Switch places if you like jelly babies". All the children who like jelly babies switch places and notice who else likes jelly babies. Continue the game with a range of statements such as: Switch places if you like football, switch places if you like computer games, switch places if you have long hair, etc. (Teacher to make sure ALL children have opportunities to switch.)</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p>		<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p>

Open my mind

'Boys and Girls'

Using a washing line (piece of string) that is fastened across the classroom, peg on three labels: 'Agree' at one end, 'Disagree' at the other end and 'Not Sure' in the middle.

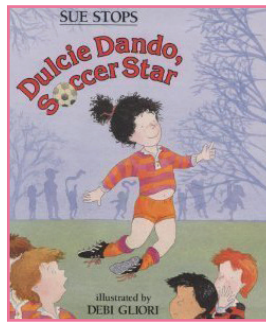
Ask the children to listen to the following statements one by one and to decide if they agree with them, disagree or are not sure and then ask them to stand at the most appropriate place along the washing line. After each statement, ask the children to justify their reasons for standing where they are.

Statements:

- All boys enjoy playing football
- All girls like drawing horses
- Most girls prefer the colour pink to any other colour
- Only boys enjoy computer games
- Most girls dislike football
- Boys prefer Lego to making jewellery
- Boys tend to have short hair
- Girls tend to have long hair
- Girls prefer cooking to playing football

Share the story: 'Dulcie Dando, Soccer Star' by Sue Stop and Debi Gliori - a story about a girl who enjoys football.

Ask the children to think about whether it is usual or unusual for a girl to like football and is this OK? Ask if there are any girls in the class who enjoy football. Make the point that we sometimes assume it is just boys who enjoy football but it is OK for girls to like it too and some do. Also make the point that sometimes we are surprised to hear, for example, that a girl likes football. Why might we be surprised?



Are there similarities between what boys and girls like/dislike?

Are there always differences?

Can you think of some similarities between boys and girls?

Has anything surprised you about where other people in the class stood?

Why might we be surprised to find out a girl likes football?

Tell me or show me

With the children sitting in a circle, Jigsaw Jo joins them and brings with him a bag that contains four photos of different children. He asks four children around the circle to hold the photo cards. He then draws out from the bag four description cards which have information about each of the children in the photo cards. Jigsaw Jo asks one of the children to choose a card and to read it to the class, e.g. "I am six years old, I have a sister who is younger than me, I love painting and cooking and I hate maths". Jigsaw Jo asks the children to decide which photo this card might belong to and why. When the children have agreed, give the card to the child holding the relevant photo. Jigsaw Jo does the same again, inviting another child to read another description card. Jigsaw Jo can help do the reading if necessary. Again, the children choose which photo card the description should match.

When all the descriptions have been matched, the teacher or Jigsaw Jo tells the children which actual description cards go with which picture. Ask the children what, if anything, surprised them? Explain to the class that we sometimes make 'assumptions' about boys and girls. Explain that the word assumption means to think something automatically just because they are a boy/girl. Sometimes these can be right but sometimes they are not.

Let me learn

Returning to their seats and in mixed gender pairs, ask the children to talk to their partner and find four things that they have in common or are similarities. It can be appearance, e.g. eye/hair colour, or hobbies, things they like doing, things they are good at, similarities in their families, etc.

On the shield templates ask the pairs to design their own similarity shield with four of the things that they have in common and to fill in the slogan in the middle: 'We are special because...' (for example, 'We both like drawing' or 'We both have brown eyes').

Help me reflect

In the Reflection Puzzle Piece in the Jigsaw Journals, each child writes who their partner was for their similarity shield and also their shield slogan, 'We are special because...'


Did anything surprise you?

Why do you think we make assumptions about boys and girls?

Are all boys the same?

What similarities can you think of?

Notes

For Piece 2, the 'Open my mind' activity asks the children to look at a selection of pictures of duvet covers (or real duvets). If you are able to bring in any real duvets that would enhance the activity. 

Celebrating Difference

Calm Me Script - Year 2 - Piece 1

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like robots. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 3 in your head as you breathe in and 1,2,3 as you breathe out again, nice and gently so you feel happy and peaceful.

Do this a few times and then strike the chime again inviting the children to bring their attention back into the classroom when they can no longer hear any sound from the chime.

Sit quietly and enjoy being calm and still and quiet for a few moments and praise the children, reminding them that calm minds can learn more easily.

When they hear the chime during the day this means: stop, breathe in and out gently with hands on tummies 3 times, smile and carry on with your work.

Note for the teacher:

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

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

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

Celebrating Difference

Description Cards - Year 2 - Piece 1

I am six years old, I have a sister who is younger than me, I love painting and cooking and I hate maths.

I am six years old, I have five brothers and sisters. My favourite colour is purple and I enjoy dressing up.

My name is Ashleigh, I have a pet dog who I love and my favourite hobby is football.

My name is Jamie, I moved to the UK when I was 2 years old. I have lots of friends now and my favourite colour is yellow.

Teacher: Cards and phrases match in order. Mix once cards are cut out.

Celebrating Difference

Photo Cards - Year 2 - Piece 1



Open my mind

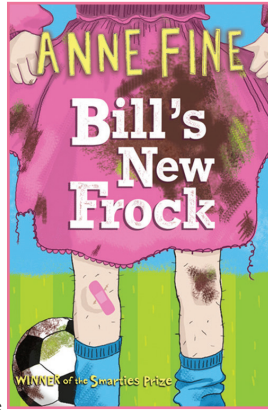
Duvet covers.

Share with the children either pictures of, or preferably real, children's duvet covers. (It would be good if some of the duvet covers are very stereotypical, e.g. pink for girls, blue with trains/cars for boys, and some that are either/or e.g. a jungle scene.)

As each of the duvet covers is shown, ask the children to move to labelled areas of the classroom (labels: boys, girls, both). Ask the children to give their reasons about why they have chosen to stand in the 'boys', 'girls' or 'both' area. Challenge them to think about why they made those decisions. Ask them to discuss in pairs and then share their ideas as to whether or not it is acceptable for the girls to have the train duvet cover or the boys to have the pink duvet cover. Make the point that it is about choice and that there are similarities and differences about what we like and don't like!

If time, share the story: 'Bill's New Frock' by Anne Fine.

Ask the children what they thought about the story. Ask them if anything surprised them about the story. Draw out that sometimes we make assumptions about people and that is based on what we are used to or what we have experienced.



Tell me or show me

(Please note, although the explicit work on Sex Education and naming body parts is in the 'Changing Me' Puzzle, it is highly likely that children will identify differences in bodies between boys and girls in this Piece. It is recommended that the correct names of parts of the body, e.g. penis, testicles, vagina, are used. Ensure children also understand that these parts of the body are private, hence, covered up by swimsuits.)

Jigsaw Jo joins the circle and asks the children if they can think of ways that girls and boys are similar. The children are encouraged to share ideas from last week. Then Jigsaw Jo asks the children whether they can think of ways that boys might be different to girls. Jigsaw Jo acknowledges any contributions and then shares the statements:

Girls might be different to boys because they like playing different games, because they like wearing different clothes, because they think about different things; they are also different because they have different body parts.

Acknowledge and value all contributions.

In mixed gender pairs, ask the children to come up with a difference between them. It could be a hobby, an appearance feature, a difference about what they like to eat, etc.

Ask the children to think about their difference and decide whether this is typical for most boys/girls. Share ideas and thoughts and draw out that we all have differences despite our gender; explain that there might be some things that are different about us because we are a boy/girl but each of those differences is okay.

Let me learn

Returning to their seats and in mixed gender pairs, ask the children to talk to their partner and find four differences they have. It can be appearance e.g. eye/hair colour, or hobbies, things they like doing, things they are good at, differences in their families, etc.

On the 'Differences shield templates' ask the pairs to design their own differences shield with four of the things that are different about them and to fill in the slogan in the middle: 'It's good to be different because...'

Help me reflect

In the Reflection Puzzle Piece in the Jigsaw Journals each child writes who their partner was for their difference shield and also their shield slogan, 'It's good to be different because...'. (Encourage the responses to be varied: no two people can be exactly the same, we are all unique, and we are all special.)

Why do you think we make assumptions about boys and girls?

Is it OK for girls to like train duvet covers?

Is it OK for boys to like pink duvet covers?

Did anything surprise you?

What makes us different?

How does it feel to be different to our partner?

Why is it important that we are not all the same?

Notes

Celebrating Difference

Calm Me Script - Year 2 - Piece 2

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like robots. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 3 in your head as you breathe in and 1,2,3 as you breathe out again, nice and gently so you feel happy and peaceful.

Do this a few times and then strike the chime again inviting the children to bring their attention back into the classroom when they can no longer hear any sound from the chime.

Sit quietly and enjoy being calm and still and quiet for a few moments and praise the children, reminding them that calm minds can learn more easily.

When they hear the chime during the day this means: stop, breathe in and out gently with hands on tummies 3 times, smile and carry on with your work.

Note for the teacher:

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

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

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

Celebrating Difference

Difference Shields - Year 2 - Piece 2

It's good to be different because . . .

.....

.....

It's good to be different because . . .

.....

.....

Celebrating Difference

Duvet Covers - Year 2 - Piece 2



Tell me or show me

Sitting in a circle, Jigsaw Jo joins the class. In his bag, Jigsaw Jo has some scenario cards that he needs groups of children to act out. The children can be organised into groups for this activity with a scenario to act out; alternatively, volunteers can be used to act out the different scenarios.

The scenario cards are as follows:

- Every day, Sonia and Lucy take Sean's coat off the hook and throw it onto the floor and laugh when he gets told off. Each playtime they call him a 'stupid boy' and take his ball away from him.
- Anwar and Errol have an argument one day and Anwar pushes Errol so that he falls over and grazes his knee.
- Michael and his friends stand in the toilets at playtime and won't let the younger children use them.
- Yasmin has lots of friends and tells them all not to play with Amira because she wears glasses. This has been going on for a few weeks.
- Terry takes Maria's ruler and uses it without asking.

Ask the children which of these scenes do they think is bullying.

Help the children or remind them of the key features of bullying:

1. It doesn't just happen once: it goes on over time and happens again and again
2. It is deliberate: hurting someone on purpose, not accidentally
3. It is unfair: the person doing the bullying is stronger and more powerful (they might be older, bigger, or there may be more of them, and even if they are enjoying it, the person they are bullying is not.)

Let me learn

Once the children have decided which of the scenarios is bullying, pose the question: "Why do you think the bullying is happening in each of the scenarios?" Use flipchart to record the ideas from the children. The children may come up with answers like: Because he is a boy, because she wears glasses, because they are younger...

Make the point that sometimes people can get bullied because they are different to the bully e.g. younger, wears glasses, is shorter, etc. Remind children that bullying isn't fair or kind and that if it happens, children need to tell an adult they trust.

Friendship tree

(Have a pre-prepared display of a tree with a trunk and branches, or a branch of tree that has smaller branches on it that can be stood in a pot somewhere in the classroom.)

On brown post-it leaves, ask the children to write down a word to describe how it might feel to be the person being bullied in the scenarios. Passing Jigsaw Jo around the circle ask the children to complete this sentence:

"I think someone who is bullied feels..." Then, place their post-it onto the trunk of the friendship tree display or at the base of the branch, in the pot.

In talking partners, ask the children to think what they could do to help a child that is being bullied and write these ideas on to a green friendship leaf. This green lead can then be stuck onto the friendship tree display or hung onto one of the branches.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals ask the children to complete these sentences:

- "I think bullying sometimes happens because..."
- "One way I could help someone who is being bullied is..."

What does bullying mean?

Is bullying different from teasing?

Why do some people bully?

Why are some people bullied?

How would it feel to be bullied?

Who would you talk to if you were being bullied?

Notes

Have a pre-prepared display of a tree with a trunk and branches, or a branch of tree that has smaller branches on it that can be stood in a pot somewhere in the classroom.  Prepare

Be aware of children in your class who may have experienced/may be experiencing bullying. Be observant and make sure children know they are able to come and talk to you maybe at the end of the lesson if they are worried about anything.

Celebrating Difference

Calm Me Script - Year 2 - Piece 3

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like robots. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 3 in your head as you breathe in and 1,2,3 as you breathe out again, nice and gently so you feel happy and peaceful.

As you breathe in count 1,2,3 nice and slowly, then as you breathe out whisper, "Calm like me."

So breathe in 1,2,3 and out "Calm like me."

Note for the teacher:

Make sure you guide the children to do this slowly but do remember children take more breaths than adults per minute so do go at a pace comfortable to them so nobody gets light-headed.

Celebrating Difference

Scenario Cards - Year 2 - Piece 3

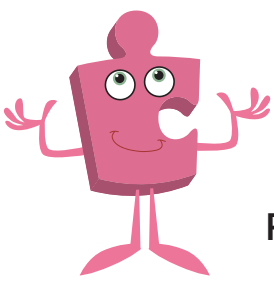
Every day, Sonia and Lucy take Sean's coat off the hook and throw it onto the floor and laugh when he gets told off. Each playtime they call him a 'stupid boy' and take his ball away from him.

Terry takes Maria's ruler and uses it without asking.

Yasmin has lots of friends and tells them all not to play with Amira because she wears glasses. This has been going on for a few weeks.

Michael and his friends stand in the toilets at playtime and won't let the younger children use them.

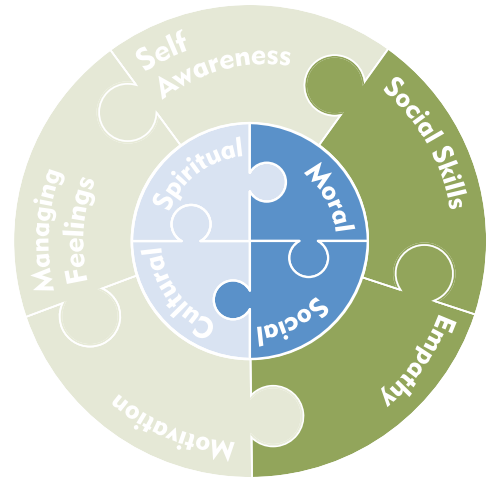
Anwar and Errol have an argument one day and Anwar pushes Errol so that he falls over and grazes his knee.



Puzzle 2: Celebrating Difference - Year 2 - Autumn 2

Piece 4 - Standing up for myself and others

Puzzle 2 Outcome Hall of Fame	Please teach me to... listen to other people and contribute my own ideas about rewards and consequences help make my class a safe and fair place
Resources Jigsaw Song sheet: 'Playground Blues' Jigsaw Chime 'Calm Me' script Number cards Jigsaw Jo Scenario cards Facts about Bullying PowerPoint Jigsaw Journals	Vocabulary Bully On Purpose Stand up for Help



Teaching and Learning

The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

Connect us

Belonging game.

Make enough cards for each child to have one, make 3 or 4 with each number from 1-5, then one of each number 6, 7, and 8. Children must not talk, but must walk around and find the others in their groups. When they find a fellow number (i.e. all the number 1s make a group) they must act very pleased to see them and continue walking as if a group. When all members are found, children sit down in their number groups back in the circle. If someone with a different number tries to join, act as if they are not welcome. Children with numbers 6, 7, and 8 will be left out (teacher to be careful who they choose to give those numbers to!)

Teacher to debrief this carefully and then ask each group to welcome someone who is left out into their group. What might they say to them?

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.

Open my mind

Sing the Jigsaw Song: 'Playground Blues'.

Share any thoughts that this brings up for the children. Ask the children to think about and share a time when they felt lonely in the playground and what happened. Ask them to think about what they might/could do to help if they saw someone who was alone or looked sad in the playground.

Use Jigsaw Jo as the talking object to be passed around the circle to gain the children's ideas and suggestions.

Ask me this...

How does it feel to belong?
 How does it feel to be left out?
 How does it feel to be rejected?
 What can we help people to feel they belong?
 What can we say to invite people to join us?

Does your mind feel calm and ready to learn?

What thoughts did you have as you were singing the song?
 Do we/could we have a playground rescue or playground helper team?
 What might their job be?

Tell me or show me

Using the scenario cards from Piece 3, divide the children into groups and have one scenario per group. The children are then asked to prepare a freeze frame of their scenario; it is important that there is a person in each freeze frame who is a witness to what is going on, not necessarily involved. Explain to the children that this person in their freeze frame just happened to see what was going on. Ask the children to pay particular attention to facial expressions, actions and body language.

Share each of the freeze frames in the group.

Let me learn

Allow each group to share their freeze frame. As each group are observing ask them to think and share:

- 1) What they think is happening in the scene
- 2) What could the person who is being hurt/bullied do about the situation
- 3) What the person watching (the bystander) is thinking
- 4) What they think the bystander could do in each situation

This can be done in a forum theatre style where the teacher asks the character directly and/or ideas can be given by the watching groups that can then be acted out by the characters in the freeze frames. Show the PowerPoint slide - Facts About Bullying.

Stand up against bullying chain

Ask the children to return to their tables giving them each a paper person chain (folded paper with person on it so that when it is cut out, each child has 4 paper people). In their table groups, ask the children to think of four things they could do if they see bullying or if it is happening to them and to write one idea in the centre of each person in the person chain.

Once complete, the teacher can join each table's chain together as a paper person chain display that can be hung across the classroom.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, ask the children to choose one of the ideas from their group's 'Stand up against bullying' paper chain and write/draw it.

What do you see?

What are you thinking?

What would you do?

Notes

Be aware of children in your class who may have/may be experiencing bullying. Be observant and make sure children know they are able to come and talk to you maybe at the end of the lesson if they are worried about anything.

Celebrating Difference

Calm Me Script - Year 2 - Piece 4

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like robots. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 3 in your head as you breathe in and 1,2,3 as you breathe out again, nice and gently so you feel happy and peaceful.

As you breathe in count 1,2,3 nice and slowly, then as you breathe out whisper, "Calm like me."

So breathe in 1,2,3 and out "Calm like me."

Note for the teacher:

Make sure you guide the children to do this slowly but do remember children take more breaths than adults per minute so do go at a pace comfortable to them so nobody gets light-headed.

Celebrating Difference

Scenario Cards - Year 4 - Piece 2

Every day, Sonia and Lucy take Sean's coat off the hook and throw it onto the floor and laugh when he gets told off. Each playtime they call him a 'stupid boy' and take his ball away from him.

Terry takes Maria's ruler and uses it without asking.

Yasmin has lots of friends and tells them all not to play with Amira because she wears glasses. This has been going on for a few weeks.

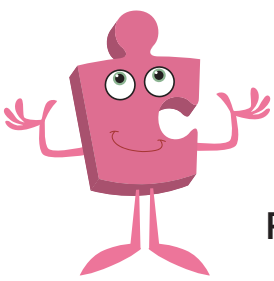
Michael and his friends stand in the toilets at playtime and won't let the younger children use them.

Anwar and Errol have an argument one day and Anwar pushes Errol so that he falls over and grazes his knee.

Celebrating Difference

Facts About Bullying in PowerPoint - Year 2 - Piece 4

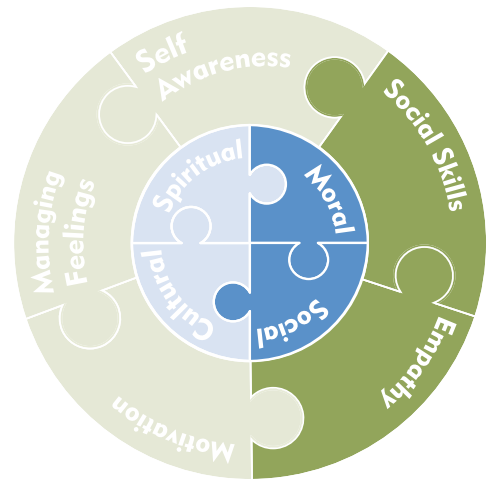
1. It doesn't just happen once: it goes on over time and happens again and again
2. It is deliberate: hurting someone on purpose, not accidentally
3. It is unfair: the person doing the bullying is older, stronger and more powerful (or there are more of them) and even if the bully is enjoying it, the person being bullied is not.



Puzzle 2: Celebrating Difference - Year 2 - Autumn 2

Piece 5 - Making a New Friend

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... know some ways to make new friends know how it feels to be a friend and have a friend</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Song sheet: 'The Colours of Friendship' Jigsaw Jo Picture book: 'Willy and Hugh' by Anthony Browne Friendship token master sheet Jigsaw Journals</p>	<p>Vocabulary Friends Included Help Qualities Friendship Caring Kind</p>



Teaching and Learning

The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

Connect us

Play the game 'I sit in the woods'.

Everyone sits in a circle on chairs and there is one extra empty chair in the circle. The person (to start with, the teacher) who has the empty chair on their right, moves into the empty chair saying "I sit...", the person next to the teacher now with an empty chair next to them moves into the chair, saying "...in the woods..." and then a third person, who now has the empty chair next to them moves into the chair and says "...and I would like... (someone's name) to sit next to me". (This person chooses someone to sit next to them. It is a good idea to prompt the children to choose someone they wouldn't normally think to choose or someone different to their main friend.)

This continues for a while until everyone in the circle has had a chance to move, but not necessarily been chosen to move, as this might take too long; however, because three people move each go, it should be possible for everyone to be in a different seat to where they 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.

Open my mind

Sing the Jigsaw Song: 'The Colours of Friendship'.

Ask the children to think about what it feels like to have a good friend. Pass Jigsaw Jo around the circle and ask children to complete the sentence stem: "Friends help us to feel..."

Ask me this...

How does it feel to be chosen?
How does it feel to choose someone you wouldn't normally choose?

Does your mind feel calm and ready to learn?

How are some of your friends different to you?
How do you know if someone is a good friend?
How do you feel when you have a good friend?

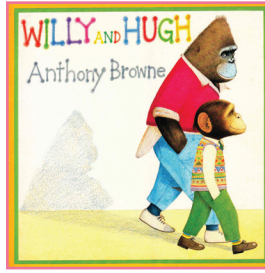
Tell me or show me

Share with the children the picture book 'Willy and Hugh' by Anthony Browne.

Ask the children to think about how Willy and Hugh became friends and how being different helped them.

Sometimes it may feel difficult or tricky to know how to make a new friend. This is when friendship tokens might help.

Using a friendship token, the teacher offers it to one of the children in the circle, modelling appropriate language: "Hello, Michael, would you like to make friends and play football with me at lunchtime?" Help the child respond either by saying something like: "Yes, that would be lovely, thank you" or "Thank you for asking, but I'm playing skipping this lunchtime". Repeat this a few times with several children and the teacher modelling this approach. Children then practise this with the child sitting next to them.



How did it feel to invite someone to make friends?

How did it feel when they accepted the invitation?

How did it feel when they said "No, thank you"?

Let me learn

Back at their tables, the children are given some friendship tokens which they are asked to decorate. Throughout the week they can give their friendship tokens to children they would like to make friends with and are encouraged to do this using the language just practised. At intervals during the week, the teacher can ask children if they have used their friendship tokens and what happened.

Help me reflect

Ask the children to think about what they believe is the best quality of friendship and to then draw that friendship token in their Jigsaw Journal. Alternatively they could stick it into their Journal.

In the Reflection Puzzle Piece, ask the children to complete the sentence stem: "A good friend is someone who..."

Notes

Celebrating Difference

Calm Me Script - Year 2 - Piece 5

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like robots. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 3 in your head as you breathe in and 1,2,3 as you breathe out again, nice and gently so you feel happy and peaceful. Breathe in... 1,2,3 and out "Calm like me"...

Now try to let your mind imagine a picture of your special place where you feel really calm and peaceful. Picture that place and remember how it feels to be there, nice and calm and peaceful.

You feel safe and calm and peaceful.

Do this a few times and then strike the chime again inviting the children to bring their attention back into the classroom when they can no longer hear any sound from the chime.

Sit quietly and enjoy being calm and still and quiet for a few moments and praise the children, reminding them that calm minds can learn more easily. They can also use these breathing techniques if they feel angry or worried and want to help themselves feel calm and peaceful.

Note to the teacher:

As well as practising breathing techniques as calming techniques, we are also encouraging children to use their imaginations to take themselves to places and situations that will engender peaceful and happy feelings in them. The subconscious remembers the emotions attached to places and experiences and so we are helping children to draw on these remembered positive experiences to bring these emotional states into being in the classroom.

This is a powerful technique for them to use when they need it e.g. when they might be getting angry or upset. It helps them to regulate their own emotions by 'changing the channel' of emotions, tuning into a peaceful, happy channel rather than a frustrating or difficult channel.

Celebrating Difference

Friendship Token - Year 2 - Piece 5

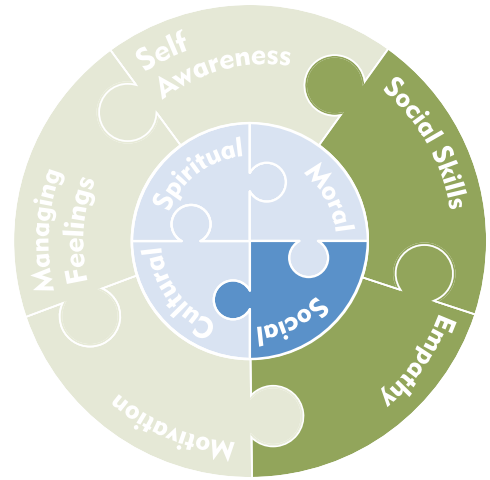




Puzzle 2: Celebrating Difference - Year 2 - Autumn 2

Piece 6 - Celebrating difference and still being friends

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... tell you some ways I am different from my friends understand these differences make us all special and unique</p>
<p>Resources Pair cards Jigsaw Chime 'Calm Me' script Jigsaw Jo 3D Trophy template Puzzle 2 Attainment Descriptor Grid Jigsaw Journals</p>	<p>Vocabulary Friends Special Unique Different Similarities Value</p>



Teaching and Learning

The Jigsaw Charter
Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

Connect us
Play the game 'Pairs'.
Give each child one of the pair cards (cheese and crackers, black and white, tall and short, etc.) and ask them to find their pair and sit with them in the circle.

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.

Open my mind
Remind the children of the story from last week – 'Willy and Hugh' by Anthony Browne – and ask them to think about how the two characters were both different but still could become friends (e.g. Willy was small, Hugh was big, etc.). Make the point that we don't have to be the same to be friends and that our differences may complement each other; we are all special and unique and bring different qualities to friendship.
With the children sitting in friendship pairs within the circle, ask them to talk together and find out one or two ways they are different from each other, e.g. one is good at football, the other is good at art; one is shy, the other is confident, and so on.
Use Jigsaw Jo as the talking object to share ideas and draw out the point that it can be good to be friends with people who are different from us.

Ask me this...

Does your mind feel calm and ready to learn?

Tell me or show me/Let me learn

Using the 3D trophy template, children complete as follows:

Section 1: draw one of my friends

Section 2: draw/write how my friend is different from me

Section 3: write/draw how my friend is similar to me

Section 4: complete the stem sentence, 'I value my friend's differences because...'

As this is the summative assessment for this Puzzle, the teacher may need to scribe children's answers in order to apply the assessment criteria.

Help me reflect

Stick a photo of the trophy into the Jigsaw Journal. In the Reflection Puzzle Piece, ask the children to complete the sentence stem: 'The most important thing I have learnt in this Puzzle is...'

Notes**Hall of Fame**

The assessment task work from each year group can be brought together in an exhibition/display (Hall of Fame) to celebrate difference.

Assessment

The teacher makes a 'best fit' assessment against the three levelled criteria on the Celebrating Difference Attainment Descriptor Grid, and highlights the appropriate box on the grid in the child's Jigsaw Journal. The teacher then adds a personalised comment about the child's progress during the Puzzle and completes the Celebrating Difference certificate for each child.

Children are invited to add their comments to the Attainment Descriptor Grid after seeing the teacher's assessment and to add their own comments to their certificates. The certificates can be presented in a circle time or in a year group assembly and it is important that these are valued by being stuck into the Jigsaw Journals.

The Attainment Descriptor and teacher notes could form the starting point when reporting to parents/carers.

Celebrating Difference

Calm Me Script - Year 2 - Piece 6

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like robots. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 3 in your head as you breathe in and 1,2,3 as you breathe out again, nice and gently so you feel happy and peaceful. Breathe in... 1,2,3 and out "Calm like me"...

Now try to let your mind imagine a picture of your special place where you feel really calm and peaceful. Picture that place and remember how it feels to be there, nice and calm and peaceful.

You feel safe and calm and peaceful.

Do this a few times and then strike the chime again inviting the children to bring their attention back into the classroom when they can no longer hear any sound from the chime.

Sit quietly and enjoy being calm and still and quiet for a few moments and praise the children, reminding them that calm minds can learn more easily. They can also use these breathing techniques if they feel angry or worried and want to help themselves feel calm and peaceful.

Note to the teacher:

As well as practising breathing techniques as calming techniques, we are also encouraging children to use their imaginations to take themselves to places and situations that will engender peaceful and happy feelings in them. The subconscious remembers the emotions attached to places and experiences and so we are helping children to draw on these remembered positive experiences to bring these emotional states into being in the classroom.

This is a powerful technique for them to use when they need it e.g. when they might be getting angry or upset. It helps them to regulate their own emotions by 'changing the channel' of emotions, tuning into a peaceful, happy channel rather than a frustrating or difficult channel.

Celebrating Difference

Pair Cards - Year 2 - Piece 6

black

white

tall

short

under

over

cheese

crackers

paint

paintbrush

bucket

spade

on

off

left

right

Celebrating Difference

Pair Cards - Year 2 - Piece 6

night

day

dark

light

cup

saucer

knife

fork

pen

paper

fish

chips

big

small

open

closed

Celebrating Difference

3D Trophy Template - Year 2 - Piece 6



Celebrating Difference

Jigsaw Attainment Descriptors - Year 2 - Piece 6

	Working towards	Working at	Working beyond
Year 1	<p>I can talk about one thing that makes me different from my friends</p> <p>I can tell you one thing that is special about me</p>	<p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>	<p>I can describe a variety of ways that I am different from my friends</p> <p>I can tell you why I am proud of the things that make me special</p>
Year 2	<p>I can name one way that my friend is different from me</p> <p>I can give a reason why my friend is special to me</p>	<p>I can tell you some ways I am different from my friends</p> <p>I can understand these differences make us all special and unique</p>	<p>I can compare myself with a friend and describe the similarities and differences between us</p> <p>I can express how I feel about our similarities and differences</p>
Year 3	<p>I can tell you something I've said that made someone happy or unhappy</p> <p>I can say how this made me feel</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I know how to give and receive compliments</p>	<p>I can recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship</p> <p>I can understand and express how the person felt and reflect on my own feelings about this</p>
Year 4	<p>I can tell you about my first impressions of someone</p> <p>I know it is good to try to get to know someone before making judgements about them</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I can use a variety of examples to show how first impressions can be misleading</p> <p>I can consider how I form my opinions of people and explain why it is good to accept people for who they are</p>
Year 5	<p>I can give some examples of bullying behaviours, including direct and indirect types</p> <p>I can tell you why bullying is hurtful and wrong</p>	<p>I can explain the differences between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>I can consider a range of bullying behaviours and understand the impact these may have</p> <p>I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying</p>
Year 6	<p>I can tell you some ways that difference can be a source of conflict in people's lives, and can express how I feel about this</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation</p>	<p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration</p> <p>I can express how I feel about this</p>



Puzzle 2: Celebrating Difference – SEN overview P1i to P3ii

Level Descriptors	Key Concepts & Key Questions	Learning Intentions	Experiences/Activities Suggested Resources
<p>P1i – Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. Any participation is fully prompted.</p>	<ul style="list-style-type: none"> The world is around me. Things happen in the world. <p><i>What patterns can be established about my encounters with a variety of stimuli?</i></p>	<p>Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources to any therapeutic programmes that may already be in place for a child/young person, e.g. Physiotherapy Programme or ‘Sensory Diet’</p> <p>To encounter a variety of experiences in the world via a number of contexts and situations, exploring a number of senses.</p> <p>Pupils are beginning to join in with a group of peers looking at, exploring and encountering objects, photographs and other media related to a recently participated in event/activity/trip.</p> <p>Pupils begin to experience and encounter programs and activities on the computer.</p> <p>(Cause and effect) or other ICT inputs, with a partner.</p> <p>Pupils experience working as part of a group exploring the rhythm or music, song or percussive beat with the support of an adult.</p>	<p>Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources to any therapeutic programmes that may already be in place for a child/young person, e.g. Physiotherapy Programme or ‘Sensory Diet’</p> <p>A variety of music, sounds, smells, lights, textures and tactile objects, linked to the needs of the child/young person.</p> <p>A selection of interactive and fun engagement / stimulation activities: to develop a Personalised Sensory Box (PSB) of objects.</p> <p>Working with others to explore a variety of textures or substances - pupils may still, quieten or pull hand away.</p> <p>Pupil experiences sensory/movement activities with an adult to aid development of body awareness and self-image: physiotherapy/music/occupational therapy/massage, etc.</p> <p>Pupils experience the effect of equipment which produces light, e.g. lamps, bubble tubes, computer screen.</p>
<p>Encountering the World</p>	<ul style="list-style-type: none"> I am beginning to be aware of the world around me. I am aware of events in the world. <p><i>What activities and experiences allow me the greatest chance to show you I am aware of the world?</i></p>	<p>To demonstrate I am aware of the world for periods of time.</p> <p>To show I am able to react to events in the world.</p> <p>Pupils are to show awareness of a variety of sounds in their environment.</p> <p>Pupils are beginning to show awareness of others, when working in a one-to-one situation with a known person.</p> <p>Pupils are beginning to show awareness of their body.</p>	<p>Using a variety of approaches and activities to enable a child/young person to be aware of their body, linked to the needs of the individual.</p> <p>Developing a PSB to engage with a child/young person, linked to topic and other area of need: e.g. nail brushes, massage oils, fans, flashing/spinning objects, vibrating objects, etc.</p> <p>Engage in a variety of interesting sounds, from recorded music to ‘Colours of Friendship’/‘Playground Blues’.</p> <p>Use language and actions to support, model and emphasis patterns of events when exploring Intensive Interaction principles. (Exploring others and themselves).</p> <p>During hand or foot massage, pupils use eye or limb movement to indicate massage awareness - verbally modelled.</p>
<p>Developing Awareness of the World</p>			



Puzzle 2: Celebrating Difference - SEN overview P1i to P3ii

<p>P2i - Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration.</p>	<ul style="list-style-type: none"> I am beginning to respond to things I am familiar with in the world. I am beginning to show I am aware of events and activities in the world. <p><i>What events and objects allow me to show you I have an interest in the world?</i></p>	<p>To show an interest in things in my world. To demonstrate a consistent response to certain events and activities in the world. To explore the world with others. Pupils are beginning to respond to others in the community. Pupils are beginning to show interest in ICT in the school and/or wider community. Pupils show positive responses when working with others.</p>	<p>A variety of experiences and activities to focus upon individual interaction, engagement and coactive exploration, e.g using principles of Intensive Interaction principles (which can be explored throughout P1-P3). A developed PSB based upon the needs of a child/young person (as above); e.g. shaving foam, sand, bubble wrap, paints, ice, wheat bags, etc. Working with others during expressive and creative movement sessions in response to music/feeling/activity/visits, etc. Begin to explore a variety of ICT programmes which involve/show moving images - pupils to begin to track objects and events within personal ranges. Engage in individual/peer massage (further to agreements and acceptance) to develop and further emotional tolerance.</p>
<p>Beginning to Respond to the World</p>			
<p>P2ii - Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation.</p>	<ul style="list-style-type: none"> I can respond to some events and activities consistently and proactively with others in the world. I am able to demonstrate to you I have preferences in the world. <p><i>What and how to I show to you my preferences in the world?</i></p>	<p>To demonstrate I want to communicate with the world. To demonstrate that I am able to give learned responses to certain events, experiences and activities. To cooperate with others in the world. Pupils engage in the shared exploration of objects with an adult. Pupils begin to take turns consistently. Pupil searches for and notices environmental sounds and rhythms, during shared and supported explorations.</p>	<p>Working collaboratively with others to explore a variety of PSB objects, events and activities, in the classroom and/or outside in the world. Using a variety of personalised and engaging materials to develop familiar routines for interaction and engagement, which can be modified, adapted and tweaked according to pupil response (PSB). Engage in activities involving pupil, adult and a single object/item that the pupil likes, encouraging pupils to share attention between adult and the object - switching attention. Take turns in activities to encourage interaction through movement and sound making, e.g. taking turns to activate a switch, play an instrument, copying actions/sounds/speech. Rhythm patterns and sounds are repeatedly explored, especially those with familiar resonance, e.g. own name.</p>
<p>Cooperating in the World</p>			



Puzzle 2: Celebrating Difference - SEN overview P1i to P3ii

<p>P3i - Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods.</p>	<ul style="list-style-type: none"> I am beginning to communicate with others in the world. I seek attention from others I am able to learn and demonstrate consistent responses. I am aware that I can affect the world around me. <p><i>What motivates me to communicate and interact in the world outside me?</i></p>	<p>To begin to communicate with others in the world.</p> <p>To celebrate getting the attention of a person / of people in my immediate environment.</p> <p>To demonstrate I can request an interaction, experience or event.</p> <p>To demonstrate that I am aware of my interactions with the world.</p> <p>Pupils engage in the shared exploration of objects with an adult.</p> <p>Pupils begin to take turns consistently.</p> <p>Pupil searches for and notices environmental sounds and rhythms, during shared and supported explorations.</p>	<p>To provide tools and opportunity to facilitate communication and interaction in the world: e.g. engaging in familiar body rhymes, songs and routines.</p> <p>To provide opportunities for meaningful social interaction with peers and adults.</p> <p>A collection and selection of preferred and non-preferred objects, smells, pictures, etc. from school and the home: motivational, familiar and engaging.</p> <p>Engage in activities involving pupil, adult and a single object/item that the pupil likes, encouraging pupils to share attention between adult and the object - switching attention.</p> <p>Take turns in activities to encourage interaction through movement and sound making, e.g. taking turns to activate a switch, play an instrument, copying actions/sounds/speech.</p> <p>Rhythm patterns and sounds are repeatedly explored, especially those with familiar resonance, e.g. own name.</p>
<p>Becoming Involved in the World</p> <p>P3ii - Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems.</p>	<ul style="list-style-type: none"> I seek communication with others in the world. I am able to communicate in a way others can understand. I am happy to explore the world with other people, for extended time periods of time. <p><i>How do I best communicate with the world? How do I best respond to options and choices? How do you encourage my sense of anticipation with experiences? How do I involve others in my world?</i></p>	<p>To demonstrate that I am able to initiate communication with others.</p> <p>To respond to options and choices with actions or gestures (where physically able to).</p> <p>To explore events and objects for increasing periods of time, noticing any changes to events, objects or routines.</p> <p>To demonstrate to others that I am able to anticipate certain events, activities and experiences.</p> <p>Pupils partake in the shared exploration of transition-times. Pupils are beginning to participate in group activities with less support.</p> <p>Pupils are beginning to engage in group.</p>	<p>To provide opportunities for a young person to communicate with and impact upon the world in their preferred method and mode: e.g. eye-pointing.</p> <p>To reinforce engagement in the world with individual and motivating objects, people and activities to sustain and develop concentration and enjoyment.</p> <p>A developed PSB and Object Box to allow for purposeful choosing, preference communication and engagement with the world, some of which may link to the topic.</p> <p>Encourage anticipation of times/events/activities which take place during the school day, through the use of linked consistent objects: notice responses to context-object intro...</p> <p>Create a piece of art/drama/music/other creative response in a group situation. Look at how this worked, and share thoughts with the group, e.g. Jim really helped Jane, or Trudy could have shared better with Tom</p>
<p>Beginning to Understand the World</p>	<p>The majority of the Experiences/Activities and Resources outlined above are appropriate from P1 to P3, with differentiation by method of input and outcome</p>		



Puzzle 2: Celebrating Difference – SEN overview P4 to P8

Level Descriptors	Key Concepts & Key Questions	Learning Intentions	Experiences/Activities Suggested Resources
<p>P4 - Pupils express their feelings needs, likes and dislikes using single elements of communication. They engage in parallel activity with several others. Pupils follow familiar routines and take part if familiar tasks or activities with support from others. They show an understanding of yes and no and recognise and respond to animated praise or criticism. They begin to respond to the feelings of others matching their emotions and becoming upset.</p>	<p>Working with others</p> <p>Developing relationships</p> <p>Exploring feelings</p> <p>What is bullying and the associated behaviours and feelings?</p>	<p>Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources to any therapeutic programmes that may already be in place for a child/young person, e.g. Physiotherapy Programme or ‘Sensory Diet’</p> <p>Friendship Pupils greet familiar people when asked to and look at the person talking to them. Listening and Co-operating Pupils cooperate with adults in activities and enjoy interaction with peers.</p> <p>Getting Angry Pupils can be distracted when frustrated and begin to modify their behaviour and responses with adult support.</p> <p>Working together to resolve differences Pupils will accept assistance and indicate when help is acceptable.</p> <p>Pupils can respond to adult support in difficult situations.</p> <p>Pupils can accept the presence of others during structured activity with adult support.</p>	<p>Jigsaw Piece plans and resources/photo cards/pictures.</p> <p>Jigsaw songs: Particularly ‘Colours of friendship’ and ‘Playground Blues’ for this Puzzle.</p> <p>Books: Something Else by Kathryn Cave and Chris Riddell.</p> <p>Ringo the flamingo by Neil Griffiths.</p> <p>Puppets - Jigsaw friends.</p> <p>Puppet company.</p> <p>Total communication through words, signs, gestures, symbols, body language, facial expression, pictures (PECS).</p> <p>A kindness script - Kind Hands. Kind feet, Kind talk, Kind mouth etc - signs, words, symbols.</p> <p>IEPs</p> <p>Class charters/rules, School Rules/Behaviour/anti-Bullying Policy made accessible to pupils.</p> <p>Personalised reward system according to individual preferences.</p> <p>Multi-sensory input - objects of reference, massage, music, mood lighting Video, pictures, stories etc which demonstrate sad, happy, kind and unkind.</p>
<p>P5 - Pupils take part in work or play involving two or three others. They maintain interactions and take turns in a small group with some support. Pupils combine two elements of communication to express their feelings, needs and choices. They join in discussions by responding appropriately to simple questions about familiar events or experiences.</p>	<p>Working together to resolve differences</p> <p>What is bullying and the associated behaviours and feelings?</p>	<p>Friendship Pupils join briefly in activity with others (with support) and will repeat an action that produced a positive response e.g. laughter</p> <p>Listening and Co-operating Pupils will cooperate with adults and are keen to join in the completion of a task.</p> <p>Getting Angry Pupils can appropriately show a satisfaction or dissatisfaction with an activity and can stop an activity when told.</p> <p>Working together to resolve differences Pupils show an awareness of the feelings of others.</p> <p>Pupils begin to ask for adult assistance in difficult situations.</p> <p>Pupils can accept the presence of others during structured activity with limited adult support Pupils begin to share with others.</p>	<p>Class charters/rules, School Rules/Behaviour/anti-Bullying Policy made accessible to pupils.</p> <p>Personalised reward system according to individual preferences.</p> <p>Multi-sensory input - objects of reference, massage, music, mood lighting Video, pictures, stories etc which demonstrate sad, happy, kind and unkind.</p>



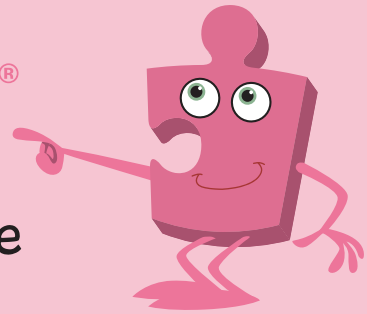
Puzzle 2: Celebrating Difference – SEN overview P4 to P8

<p>P6 - Pupils respond to others in group situations, playing or working in a small group cooperatively. They carry out routine activities in a familiar context and show an awareness of the results of their own actions. They may show concern for others and sympathy for others in distress and offer comfort.</p>	<p>Friendship Pupils give some consideration to personal space (adult guidance) and begin to seek out and interact with specific children.</p> <p>Listening and Co-operating Pupils respond appropriately to the announcement of an activity, accepts suggestions and responds appropriately to boundaries.</p> <p>Getting Angry Pupils make some changes to behaviour when prompted and can wait for help when they have a problem.</p> <p>Working together to resolve differences Pupils will cooperate with a peer for short periods and demonstrates some empathy with others.</p> <p>Pupils start to recognise who they can ask for help in the wider school community.</p> <p>Pupils can recognise when others are upset.</p> <p>Pupils can identify, with adult support, what effect their actions might have on others.</p> <p>Pupils start to use peers names in interactive situations.</p>	<p>Pictures, story boards, music and drama. Making choices.</p> <p>Personalised clues to show how they are feeling - may include not wanting to entertain a situation.</p> <p>Wide range of learning activities (see list above).</p> <p>About Me books.</p> <p>Communication books.</p> <p>Social stories using ICT programmes e.g Photo story or Powerpoint - relevant to own community or individual Book: Comic Strip conversations by Carol Gray.</p> <p>Photographic sequencing of cause and effect.</p> <p>Contributing to own review in whatever way is appropriate for the individual.</p> <p>Circle time activities focussed on identifying feelings and emotions Modelling and rehearsing the sequence of steps towards a behaviour goal Input from outside agencies e.g. police.</p> <p>Internet information and sites and ICT based scenarios.</p> <p>Role play and rehearsal of scenarios.</p> <p>Opportunities to make choices.</p>
<p>P7 - Pupils communicate feelings and ideas in simple phrases. They move with support to new activities which are either directed or self chosen. They make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations. They judge right and wrong on the basis of the consequences of their actions. They show some consideration of the needs and feelings of other people and other living things.</p>	<p>Friendship Pupils allow others a personal space. Pupils can give one reason why they like someone.</p> <p>Listening and Co-operating Pupils maintain attention in group situations.</p> <p>Getting Angry Pupils begin to show an awareness that not everyone feels like they do and a realisation that others have feelings to.</p> <p>Working together to resolve differences Pupils appreciate that they cannot always have what they want and are able to wait for a requested activity or response.</p> <p>Pupils begin to recognise differences between themselves and others with adult support.</p> <p>Pupils can identify, in structured sessions, what effect their actions might have on others.</p> <p>Pupils show some kind actions towards peers.</p> <p>Pupils can identify what makes themselves happy or sad.</p>	



Puzzle 2: Celebrating Difference – SEN overview P4 to P8

<p>P8 - Pupils join in a range of activities in one to one situations and in small or large groups. They choose initiate and follow through new tasks and self selected activities. They understand the need for rule in games and show awareness of how to join in in different situations. They understand agreed codes of behaviour which help groups of people work together and they support each other in behaving appropriately. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.</p>	<p>Key concepts and questions outlined above are appropriate from P4-8, with differentiation by method of input and outcome</p>	<p>Friendship Pupils greet others and start to use formal and informal greetings</p> <p>Listening and Co-operating Pupils identify when they need to listen in structured situations. They can wait for their turn to talk.</p> <p>Getting Angry Pupils can identify when they are getting angry and begin to take some responsibility for calming themselves. Working together to resolve differences Pupils comply with class rules for a majority of time. Pupils show a willingness to participate in some activities chosen by others</p> <p>Pupils can identify what makes others happy or sad</p> <p>Pupils start to identify kind and unkind actions</p> <p>Pupils accept they can not always have their own way and accept others (peers) ideas in work and play situations</p> <p>Pupils begin to recognise differences and similarities between themselves and others</p>	<p>Personalised clues (e.g. PECS) to show how they are feeling</p> <p>Communication books</p> <p>Individualised behaviour targets</p> <p>Community behaviour targets</p> <p>Opportunities for real situations</p> <p>Assemblies</p> <p>Group activities</p> <p>Class routines and schedules</p> <p>Turn taking activities and games</p> <p>Scenarios and opportunities to match greetings to situations - handshakes, language, eye contact etc.</p> <p>Modelling</p> <p>Calming strategies - individualised programmes</p> <p>Group activities or Leisure activities</p> <p>The majority of the Experiences/Activities and Suggested Resources outlined above are appropriate from P4 to P8, with differentiation by method of input and outcome</p>
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Celebrating Difference

Well done!

.....
Please feel proud that you have learnt to:

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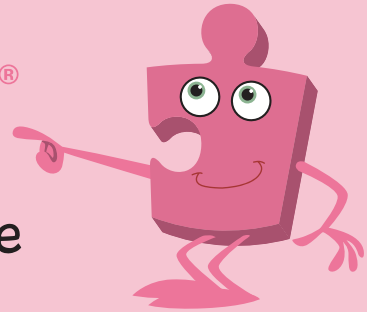
I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:



Celebrating Difference

Well done!

.....
Please feel proud that you have learnt to:

.....

I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date: