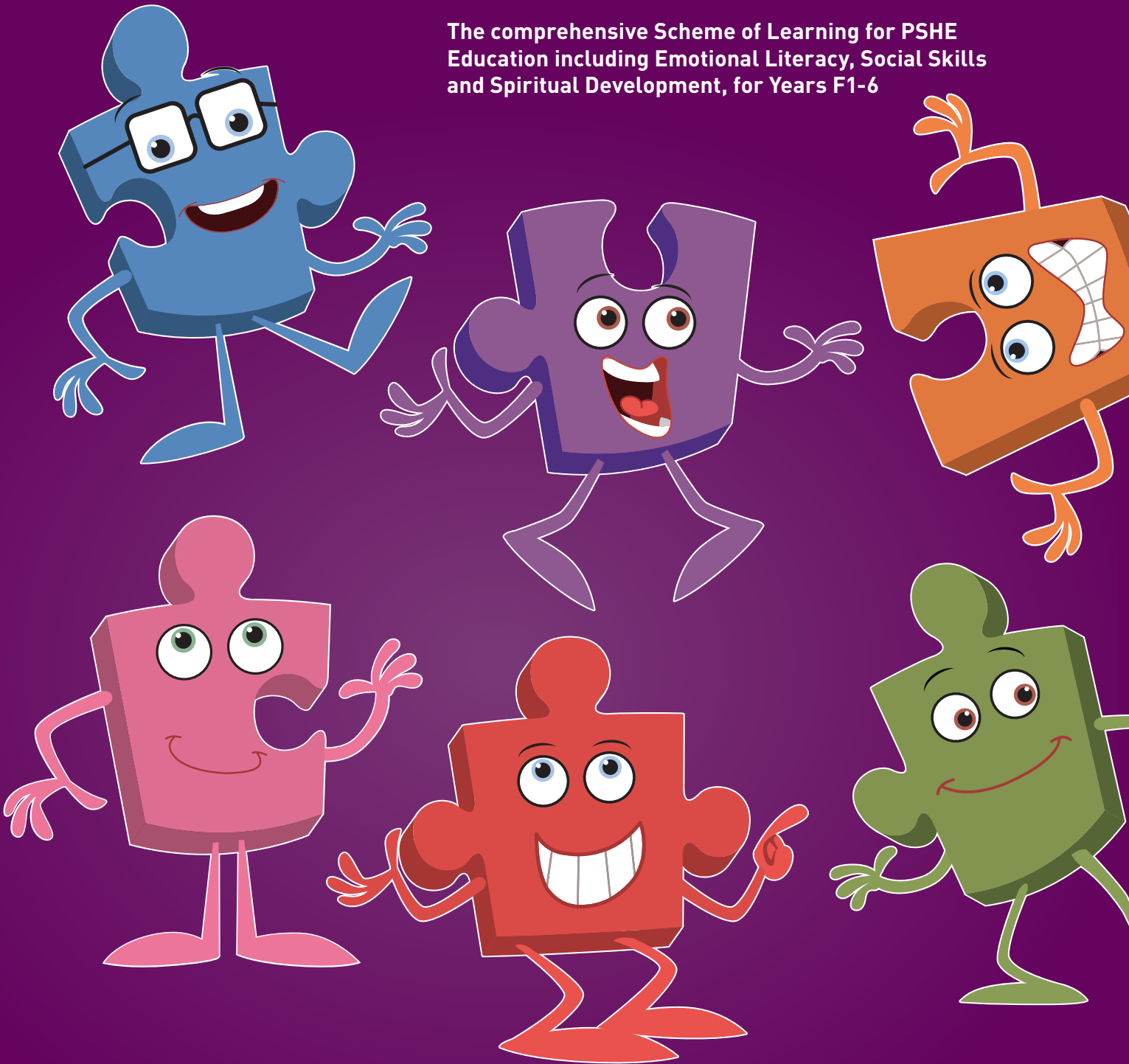


Jigsaw!®

The mindful approach to PSHE

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



www.jigsawpshe.com

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(Clare Williams asserts the moral right to her contribution to Jigsaw.)





Roll of Honour

Jigsaw Creator, Director and Principal Writer

Jan Lever

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Bridport Primary School
Courthill First School
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Heatherlands First School
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The Jigsaw Approach for Years 1-6

How would children benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement?

This is what mindfulness means. It can be learnt, and techniques to develop it taught. It also needs to be practised. We believe mindfulness is a vital tool for life, not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning.

Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions.

In Jigsaw PSHE, mindfulness is developed through the 'Calm Me' time in each piece (lesson). This consists of breathing techniques, awareness exercises, visualisations etc, all tried, tested and very enjoyable activities for children and teachers alike.

Observing your thoughts and feelings, on purpose, in the present moment with no judgement...what a gift!

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

Weekly Celebrations

The weekly celebration is the same for each year group. These are designed to draw out a key theme from each week and reinforce its application; in turn, this ensures the Jigsaw learning is translated into behaviour and attitudes and is not confined to the lesson slot on the timetable.

The idea is that the Weekly Celebration sheets are copied and displayed in each classroom and communal area. The focus for the following week is introduced in the Friday assembly, for example, 'Next week, we are celebrating people who... *Help others to feel welcome*'.

Through the week, children and adults nominate each other by adding names to the celebration sheets when they see each other using that behaviour. These are collected in and those nominated are recognised/rewarded in the Friday assembly (or class reward time).

The Six Puzzles

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July:

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

SMSC (Spiritual, Moral, Social, Cultural) development

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group. This is easy to see on the Puzzle Map (overview) at the beginning of each Puzzle.



The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

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

The Jigsaw Circle

Most Puzzles include the use of The Jigsaw Circle in some Pieces. The Jigsaw Circle is a tried and tested teaching approach, popularised most successfully in recent years by Jenny Mosley. It brings children and adults together to feel equal and valued so that they can share ideas, thoughts and feelings. Sitting in a circle either all on chairs or all on the floor means adults and children are sharing the experience and learning together.

If children are not used to the circle approach, it may be necessary to rehearse this with them in small groups before bringing the whole class together. The circle approach is used regularly in Jigsaw. It is important that children understand the circle approach rules so that they feel safe and valued and enjoy these experiences. A structured approach, building up to a full circle time will be introduced gradually. Using the Jigsaw Friend (talking object) is a useful distancing technique and helps children work with potentially sensitive issues without asking them directly.

The Jigsaw Circle Charter is central to the creation of a safe and trusted circle environment.

Jigsaw Charter - as applied to The Jigsaw Circle

We take turns to speak

During the Jigsaw Circle, the Jigsaw Friend for that year group is used as the 'talking object,' replicating the Native American 'talking stick.' The Jigsaw Friend must be held when the person, adult or child, wants to speak, and needs to be treated as a special asset and member of the class, preferably only used in Jigsaw and related lessons.

We use kind and positive words

It is vital that the teacher models the use of positive language and praises children for doing so. Circle work should be a positive and enjoyable experience. Only when this is established can the Jigsaw Circle be used to tackle more difficult and sensitive issues.

We listen to each other

The Jigsaw Circle and 'Connect us' aspects of Jigsaw teach children the social skills necessary for active listening, for example, eye contact, open body language, and turn taking. These need to be encouraged and praised in circle work.

We have the right to pass

The Jigsaw Circle necessitates children feeling secure and choosing if and when to speak. They must never feel pressured to do so and thus must know they have the right to pass, that is, not to speak if they don't want to. This approach can raise very personal issues for children and it must always be their choice as to whether they share these in the circle or not.

We only use names when giving compliments or when being positive

If the Jigsaw Circle is being used to tackle a sensitive issue, like trouble in the playground, no names must be used to describe negative behaviours. It is not appropriate for a child to say, "Jamie pushed me in the playground"; instead, children are encouraged to say, "At playtime, someone pushed me and this really hurt my feelings". Then the whole circle can suggest positive solutions to the problem described.



We respect each other's privacy (confidentiality)

Although, realistically, it is unlikely that complete confidentiality will be observed, it is important that children are taught to respect the privacy of others and to do their best to keep what is said in Jigsaw Pieces (lessons) and Circles confidential. The teacher must emphasise that she cannot promise complete confidentiality as she must report any information relating to safeguarding concerns.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

Sex and Relationship Education

The specific SRE content is taught through the Changing Me Puzzle of learning and provides new resources; picture cards, resource sheets and animations that are used to enhance teaching and learning. The animations; the female reproductive system and the male reproductive system provide a visual resource to enable children to understand how the body changes and develops in puberty. Whilst the core SRE content is delivered through the Changing Me Puzzle, essential work is done in previous puzzles to build children's self-esteem, to enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit SRE content and is part of the holistic approach to SRE teaching and learning. It is possible that school nurses may be involved in some settings to deliver the some of the specific puberty lessons and it is advised that they are aware of the whole Jigsaw Scheme of Learning and use the Jigsaw resource to ensure consistency of delivery, and to be sure that children receive the core curriculum provision at the appropriate time.

It is also advised that whole school policy is reviewed and updated with parents, carers and governors being consulted on the curriculum content and delivery.

Jigsaw Songs

The specially-composed original songs are introduced in the assemblies and used in the Pieces to reinforce the learning messages of each Puzzle.

Each song has 4 tracks i) choir with backing ii) instrumental iii) choir and backing: different arrangement iv) instrumental

Tracks 1-4 Choices (Being Me in My World)

Tracks 5-8 Playground Blues (Celebrating Difference)

Tracks 9-12 The Colours of Friendship (Celebrating Difference)

Tracks 13-16 Learning to Learn (Dreams and Goals)

Tracks 17-20 Keep Fit, Keep Healthy (Healthy Me)

Tracks 21-24 Learning Together (Relationships)

(The Relationships Puzzle also includes The Colours of Friendship Song Tracks 9-12)

Tracks 25-28 Changing as I Grow (Changing Me)



The Structure of the Pieces (lessons) in Jigsaw

The creation of Jigsaw is motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. That's why Jigsaw is completely child-focussed. This is reflected in the innovative way that Pieces (lessons) are structured. In designing the Pieces, we imagine that children are asking the teacher to:

- Improve their social skills to better enable collaborative learning (Connect us)
- Prepare them for learning (Calm me)
- Help the brain to focus on specific learning intentions (Open my mind)
- Initiate new learning (Tell me or show me)
- Facilitate learning activities to reinforce the new learning (Let me learn)
- Support them in reflecting on their learning and personal development (Help me reflect)

Using these child-centred headings for the sections of each Piece is not insignificant. It encourages teachers to see their pupils as whole children who want and deserve to learn, an attitude sometimes hard to hold onto amidst the ever-increasing pressures and demands of education and the curriculum.

Connect us - Explain the circle charter to children and reinforce it throughout every circle time. The Connect us section is designed to maximise social skills, to engender positive relationships and enhance collaborative learning. Explicit skills will be taught through Jigsaw Pieces (lessons) but maximum benefit will be achieved if these are both modelled and reinforced throughout every school day..

Calm me - This section of the Piece aims to still the children's minds, relaxing them and quietening their emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It may well take a considerable number of sessions before children can do this successfully, as many children live in continually noisy and hectic environments. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw.

Open my mind - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable children to filter out activity around them not significant to this learning intention.

Tell me or show me - This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Let me learn - Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

Help me reflect - Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

Closure - Each Piece, particularly when run as a circle approach, needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

Emotional Literacy Domains

The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. This is mapped on every Piece and balanced appropriately across each Puzzle and year group.

Puzzle Outcome/End Product

In each series of 6 Pieces (lessons), learning builds and develops. In each Puzzle, this learning culminates in an end product/outcome, for example, a display, a fashion show, a presentation, a video/film, a concert, or an exhibition. This way, each Piece of learning adds to the process of creating the end product, giving the learning an additional purpose, rather than being an end in itself. Children will know what they are working towards early in the Puzzle, adding motivation to their work.



Puzzle Outcomes

Being Me in My World

Y1-6: Whole School Learning Charter

The whole school Learning Charter, the end product of Puzzle 1 (Being Me in My World), gives the school a process for everyone to be involved in the production or review of the school's positive behaviour policy. The system of 'rewards and consequences' in the Learning Charter is built upon the communal understanding of 'rights and responsibilities', as opposed to a set of rules imposed from on high. (This can also be taken to a global citizenship level by considering the United Nations Convention on the Rights of the Child.) Rights, responsibilities, rewards and consequences are built on the belief that each child has the right and the capacity to make his/her own choices and, in doing so, is aware of, and therefore, accepts the consequences of these. The Learning Charter should, therefore, provide a cohesive structure that empowers children and brings consistency in managing behaviour positively.

Firstly, as you begin to establish your classes and will be doing much of the; welcoming, class social bonding and getting to know each other, introducing the new systems, expectations and routines etc, we want to highlight how you might like to block the teaching of the First Jigsaw Puzzle; Being Me in My World, in the first couple of weeks.

This Puzzle has a strong focus on all the initial class work of getting to know each other, class social bonding, introducing new systems and routines and creating a Learning Charter which usually happens in the first couple of weeks of the new academic year. Therefore we would suggest that you might like to block the teaching of the first Puzzle; Being Me in My World and teach the whole Puzzle during the first couple of weeks at the start of term in order to establish the Learning Charter.

Since the end products necessitate cooperation and collaborative work, this also develops social skills and a sense of pride in its achievement. It also allows the opportunity to showcase Jigsaw work with parents and carers, and brings the whole school together.



Celebrating Difference

Puzzle Outcome: Hall Of Fame Display

Year 1: Gingerbread People Display

Year 2: Trophy of celebration

Year 3: Compliment Kites

Year 4: Picture frames

Year 5: Culture displays

Year 6: Admiration Accolades

Dreams and Goals

Puzzle Outcome: Garden of Dreams and Goals

Year 1: Stretchy flowers and dream wellies

Year 2: Dream birds

Year 3: Window box of dream flowers and garden decorations

Year 4: Dream mobiles and garden decorations

Year 5: Dream tree and fundraising event at garden opening and fete

Year 6: Garden totem pole and fundraising event at garden opening and fete

Healthy Me

Puzzle Outcome: The Healthy, Happy Me Recipe Book

Year 1: Keeping clean and healthy chapter of the book

Year 2: The 'Healthy Me' Café – creating healthy snacks/recipes

Year 3: Keeping safe Chapter

Year 4: Healthy friendships chapter

Year 5: Recipe cards for having a healthy body image

Year 6: Healthy body, Healthy mind chapter

Relationships

Puzzle outcome: The Relationship Fiesta

Year 1: Colours of friendship dance

Year 2: Compliment bunting

Year 3: Appreciation streamers and short films of special relationships

Year 4: Fabric collage – 'Our special relationships'

Year 5: Internet Safety Posters

Year 6: Film clip: How to keep safe on the internet

Changing Me:

Puzzle Outcome: Tree of change display

Year 1: Flowers of change

Year 2: Leaf mobiles

Year 3: Ribbons of change mobiles

Year 4: Circles of change

Year 5: Change cards- becoming a teenager displayed on the tree of change

Year 6: 'Journey T-Shirts'



The Jigsaw Journal

In order for children to feel a sense of pride in their work and for the teacher to have evidence of their progress, each child has a Jigsaw Journal. In the Jigsaw Journal, there is for each Puzzle:

- A page for each Piece (lesson) which has room for child's work as well as a reflection on their learning
- After these 6 pages there are two additional pages
 - A space for the teacher's assessment and feedback
 - The child's certificate of achievement for that Puzzle

The Journal is seen as a portfolio of children's work and reflections through each Puzzle, and can be a valuable tool during transition to the next year group or school. Primarily, the Jigsaw Journal is an opportunity for each child to celebrate his learning journey and self-development.

The Jigsaw CD-ROM includes the front cover of the Jigsaw Journal for each year group (Years 1-6) to be downloaded and stuck to the front covers of exercise/scrap books so children can create their own journals.

There are several versions of Jigsaw Journal covers on the CDROM, those which are exactly the same, full-colour copies of the teacher folder for each year group, and those which are black and white line drawings for children to colour in. We hope you enjoy being creative with this.

Schools may also choose to create class or year group Jigsaw Journals to showcase or evidence the work and learning through the year.



Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three attainment descriptors for each year group:

Working towards Working at Working beyond

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. 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 attainment descriptor he thinks he has achieved. The teacher does the same 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.



Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

End of Puzzle Certificates

The certificates are designed to praise specific achievements for each child individually. Ideally, they will be presented at the end of the Puzzle after the 'official' assessment has been completed. The certificates can be stuck into the Jigsaw Journal. There is space on them for both the teacher and the child to recognise the achievements with which they are particularly pleased.

Reporting to Parents/Carers

Each Puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write on children's reports.

The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally-recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time needs to be allocated for this process.

Note from Jan Lever

Jigsaw is the culmination of over 33 years' experience as a teacher, local authority adviser and psychotherapist. It has taken many hundreds of hours to write and much dedication and commitment from all those involved.

Its mission is to support very busy teachers to deliver high quality Personal, Social and Health Education (as well as all the other things Jigsaw aims to bring to children) to the children in their schools; to bring fun and creativity into PSHE whilst ensuring a developmental and progressive curriculum.

At the heart of our motivation for Jigsaw is always making things better for children both now and in their futures.

We invite you to use all your professional creativity to tailor Jigsaw to your children's needs, to enjoy working with it, and to join us in helping children learn well and be healthy and happy, equipped to cope in the world and aware of its beauty and theirs.

You are welcome to offer feedback through the website: www.jigsawpshe.com

Jan Lever

Jigsaw Assessment Overview

Comprising the 'Working at' descriptor for each Puzzle in every year group (except Being Me in My World)

At the beginning of each Puzzle (after the Puzzle Overview) you will find:

- 1) 'My Jigsaw Learning Record.' This shows each child the attainment descriptors for this particular Puzzle and gives the child and the teacher a way of discussing and recording progress.
- 2) 'My Learning Progress this year.' This shows all the attainment descriptors for each Puzzle across the year and provides a record of progress for each child.

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	<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 tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I can tell you why I appreciate someone who is special to me</p> <p>and express how I feel about them</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>
Year 2	<p>I can identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>	<p>I can identify some of the things that cause conflict between me and my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p>
Year 3	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>and can show an awareness of how this could affect my choices</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	<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 know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain different points of view on an animal rights issue</p> <p>and express my own opinion and feelings on this</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>
Year 5	<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 describe the dreams and goals of a young person in a culture different from mine</p> <p>and can reflect on how these relate to my own</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>
Year 6	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration</p> <p>and can show empathy with people in either situation</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p>

Jigsaw Attainment Descriptors

Puzzle 2 Celebrating Difference

	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 talk about one thing that makes me 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 identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</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 know how to give a compliment</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</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 give and receive genuine compliments and know how this feels and affects me and the other person</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</p> <p>and can show empathy with people in either situation</p>	<p>I can talk about one thing that makes me different from my friends</p> <p>I can express how I feel about this</p>

Jigsaw Attainment Descriptors

Puzzle 3 Dreams and Goals

	Working towards	Working at	Working Beyond
Year 1	<p>I can tell you about a challenge that I succeeded in</p> <p>I can tell you why this made me feel good about myself</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success</p> <p>I can choose how to celebrate my success and know how to store it in my internal treasure chest</p>
Year 2	<p>I can tell you what I did to help my group create the end product</p> <p>I can say how I felt about working in the group</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	<p>I can explain how my own and other people's contributions helped the group to create the end product</p> <p>I can explain what felt good and what felt difficult about working in our group</p>
Year 3	<p>I can tell you something I did well in a learning challenge and something I want to get better at</p> <p>I am happy to talk about what I did well and use it to make me feel good about myself</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>I can recognise and express my strengths in tackling a learning challenge and I can plan steps to help me do better next time</p> <p>I am confident to share with others both my success and the difficulties I faced, and I know how to store my feelings of success in my internal treasure chest</p>
Year 4	<p>I know that things I try to do can go wrong and can tell you why it is good to try again</p> <p>I can overcome disappointment and look ahead to the next time</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals</p> <p>I can explain how resilience and a positive attitude contribute to a greater chance of success</p>
Year 5	<p>I can suggest examples of dreams and goals a young person might have in a culture different from mine</p> <p>and compare these with my own</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine</p> <p>and can reflect on how these relate to my own</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals</p> <p>I can evaluate the ways in which our opportunities and life chances are different</p>
Year 6	<p>I can tell you about something I can do, working with other people, to help make the world a better place</p> <p>I can tell you how I feel about people in the world who face hardship in their lives</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>	<p>I can describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action</p> <p>I can show how our choice is based on an awareness of the experience and the needs of the people affected</p>

Jigsaw Attainment Descriptors

Puzzle 4 - Healthy Me

	Working towards	Working at	Working Beyond
Year 1	<p>I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy</p> <p>I know that my body is special and I need to take care of it</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy, and some things that might harm it if I am not careful</p> <p>I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy</p>
Year 2	<p>I can make a healthy snack with help, and I can tell you why it is good for my body</p> <p>I can say how I feel about eating healthy food</p>	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>	<p>I can identify and prepare snacks that are healthy, and explain my choice by saying why they are good for my body</p> <p>I can compare my own and my friends' choices and can express how it feels to make and share healthy food together</p>
Year 3	<p>I can name some things I need to keep myself safe from and I can tell you who I can go to for help if I feel unsafe</p> <p>I know how to tell someone if I feel scared</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom</p> <p>I can express and respond appropriately to feelings of anxiety or fear</p>
Year 4	<p>I can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me</p> <p>I can say how it feels when someone else is pushing me to do something</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices</p>
Year 5	<p>I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives</p> <p>I can tell you why my body is good the way it is</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop</p> <p>I respect and value my body and I understand the part this plays in maintaining my self confidence</p>
Year 6	<p>I can give examples of safe and unsafe ways in which people can use alcohol</p> <p>I can tell you how I feel about using alcohol when I am older</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p>I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse</p> <p>I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older</p>

Jigsaw Attainment Descriptors

Puzzle 5 - Relationships

	Working towards	Working at	Working Beyond
Year 1	I can name someone who is special to me and tell you why I like them	I can tell you why I appreciate someone who is special to me and express how I feel about them	I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together I can tell you how I feel about my relationship with this person
Year 2	I can give an example of something that causes conflict between me and my friends I can say how we could settle this conflict using the positive problem solving technique	I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with 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 demonstrate how to use the positive problem solving technique to resolve these conflicts and consider how effective it might be
Year 3	I can name some examples of things I use every day that have been produced by people in other parts of the world I know I depend on other people and other people depend on me	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices	I can explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood I can express a sense of the responsibility we have for each other because of these connections
Year 4	I can express what I think and feel about an animal rights issue and I can tell you at least one point of view that is different from mine	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this	I can explain and weigh up different points of view people may hold on an animal rights issue and I can take these into account in expressing and justifying my own opinions and feelings on this
Year 5	I can tell you some basic rules about how to stay safe when using technology to communicate with my friends I can tell you some reasons why using technology to communicate could lead to harm for myself or others	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures
Year 6	I can give an example of a situation where someone tries to 'boss' or control other people I can suggest a good way of standing up to someone who behaves like that	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem

Jigsaw Attainment Descriptors

Puzzle 6 - Changing Me

	Working towards	Working at	Working Beyond
Year 1	<p>I know the main body parts that make boys and girls different and I recognise the correct names for these</p> <p>I know that some parts of my body are private</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>	<p>I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina</p> <p>I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these</p>
Year 2	<p>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</p> <p>I can tell you something that I either like or dislike about being a boy/girl</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p>	<p>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</p> <p>I can explain how I feel about being a boy/girl and talk about what I like and dislike about it</p>
Year 3	<p>I can tell you some of the ways that boys' and girls' bodies change on the inside as they grow up, and I know these changes are connected to making babies</p> <p>I can tell you something I like and something that worries me about the idea of growing up</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>	<p>I can describe fully the changes that take place inside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and I understand how to manage these feelings</p>
Year 4	<p>I can describe something I am looking forward to when I am in Year 5</p> <p>I can tell you something that I think I can change for myself when I am in Year 5</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>	<p>I can explain the changes I am looking forward to when I am in Year 5, and I can identify which changes are within my control</p> <p>I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes</p>
Year 5	<p>I can identify some changes that happen to girls' and boys' bodies during puberty</p> <p>I know my body will change during puberty and I can tell you how I feel about that</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>	<p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time</p> <p>I can consider how these changes will affect me and prepare myself for the feelings I may experience</p>
Year 6	<p>I can identify the main stages by which a baby develops through conception, pregnancy and birth</p> <p>and I can tell you some words that describe my feelings about this</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p>	<p>I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth</p> <p>I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it</p>

JIGSAW!

The mindful approach to PSHE



Being Me in My World - Year 4

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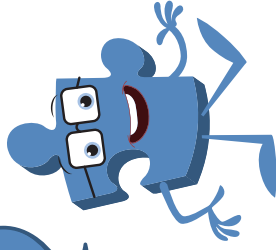


Being Me in My World

Puzzle Map - Year 4

Puzzle Outcome

Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter



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



Assembly (Collective Worship) to launch Puzzle: Being Me in My World

Puzzle Assembly/Collective Worship Title: Being Me in My World - Song: Choices

Stimulus (focus for reflection): Play song - 'The clapping song' by Shirley Ellis (quite lively) or 'You need hands' by Max Bygraves (calming and fits with the assorted pictures) with PowerPoint of pictures of assortment of hands doing different things e.g clapping, wiping a tear, grabbing, hitting, holding a hand, tearing etc. on a slide show. Teachers can find more if they wish...

Calm me: Use the Jigsaw Chime and ask children to listen very, very intently until they can no longer hear any chime sound. You may need to do this twice and then encourage pupils to really look at their hands. Examine each freckle, each line, each crease. How do you know your hands are your hands? Could you find them in a hand identity parade?

Help me think about: Today we are thinking about choices we make in our school community.

Resources: Squirry cream or shaving foam and plate. Flip chart with positive/negative chart on it. Some adult/child volunteers and a minute timer on the interactive whiteboard.

Puzzle Assembly Plan: Put a minute timer up on the screen. Ask the pupils to turn to each other and try to name as many things as they can that they do with their hands every day. After the minute is up, ask a pupil from each class/year group to name a positive and a negative thing that you can do with your hands. Leader to scribe their answers.

Our hands have the power to do good or to cause harm - that's the choice we make with them every moment of every day. We also have the choice whether we say kind things or unkind things to people and we really need to have to think before we speak.

Demonstrate now squirting a can of cream onto a plate. Words and actions are like this cream. Once said or done they can never be taken back. We can't put the cream back in the can.

Ask a couple of volunteers (adults/pupils - prepare them in advance) to come up the front. The lead practitioner now compliments them (preferably genuinely) about something they really like about that teacher/pupil. Encourage them to say how it made them feel when something nice was said to them. Now ask the rest of the pupils to turn to each other (minute timer on) and say something that they really admire about each other.

(You could do the same demonstrating how to use hands kindly e.g. shake hands, tap on shoulder, hug if upset, etc. but be careful to mention appropriate use of personal space and appropriate touch, respecting people's feelings.)

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": Think about something that they can choose to do with their hands or say with their mouths that would make the people around them feel happier today.

(You may like to show the hands PowerPoint again.)

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

Being Me in My World

Assembly (PowerPoint Slides) - Year 4



Choices

You've got to make a choice
Between what's right or wrong...
You've got to think ahead
And you've got to be strong.

Well, sometimes saying "no" - it can be hard to do,
You've got to make the right choice,
Now it's up to you.

You see the choice is yours
What are you going to do?
So will you choose what's wrong -
Or will the right thing win through?

Now all the things you choose
Determine what you'll be,
And whether you will grow and learn happily.

Repeat



Choices

With conviction

F C/F Bb/F F F Bb F/C C7 F

5 Bb/F Fmaj7 Gm/F F Bb/F Fmaj7 Gm/F F

You've got to

9 F C/F Bb/F F F Bb

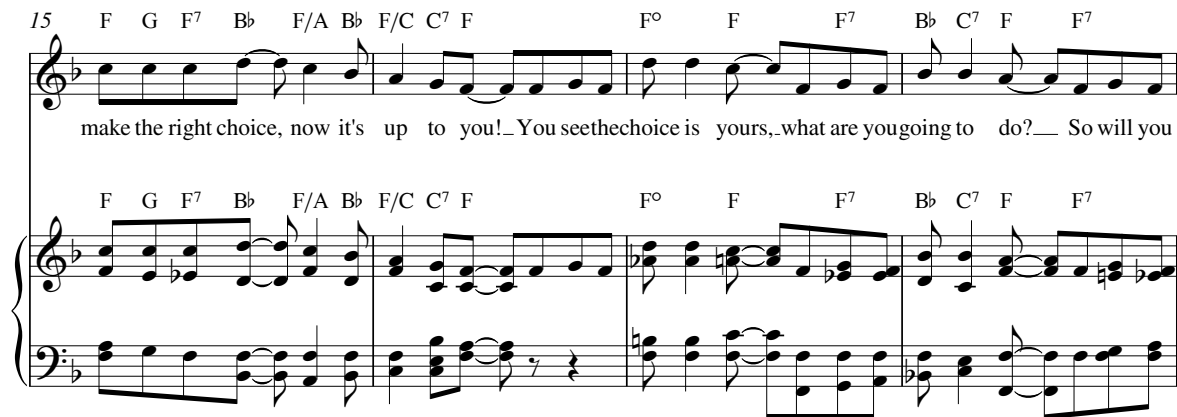
make a choice_ bet-ween what's right or wrong... You've got to think a - head_ and you've

12 G9 C7 F C/F Bb/F F

got to be strong... Well some-times say-ing "no"__ it can be hard to do, you've got to

15 F G F7 Bb F/A Bb F/C C7 F F° F F7 Bb C7 F F7

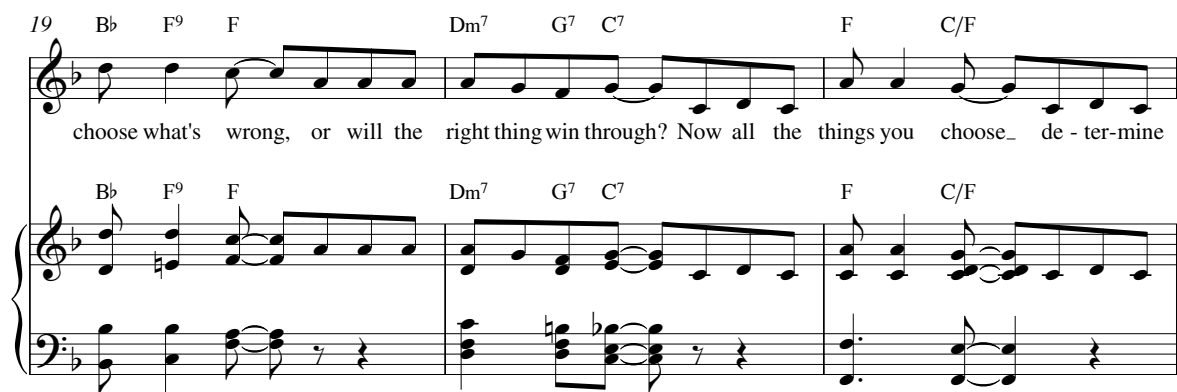
make the right choice, now it's up to you!_ You see the choice is yours, what are you going to do?_ So will you



Detailed description: This system contains measures 15 through 18. It features a vocal line with lyrics and a piano accompaniment. The key signature has one flat (Bb). The melody starts on a half note G4 and moves stepwise. The piano accompaniment consists of chords and moving lines in both hands.

19 Bb F9 F Dm7 G7 C7 F C/F

choose what's wrong, or will the right thing win through? Now all the things you choose_ de - ter - mine



Detailed description: This system contains measures 19 through 21. The vocal line continues with lyrics. The piano accompaniment features a steady bass line and chords. Measure 21 ends with a repeat sign.

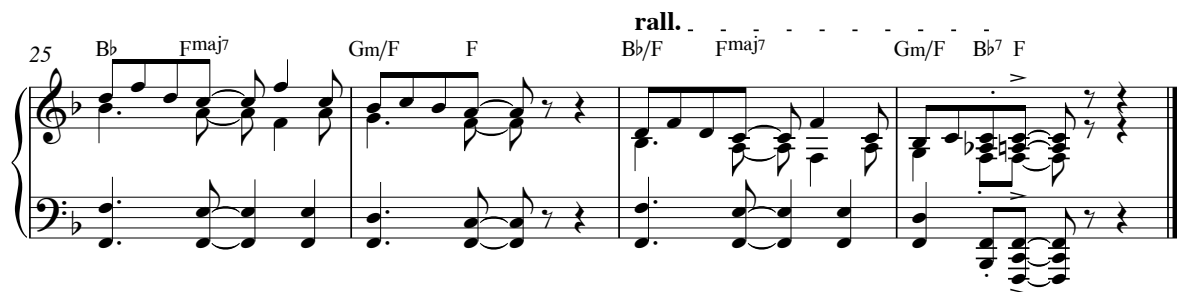
22 Bb/F F F Bb F/C C7 F

what you'll be_ and wheth - er you will grow_ and learn hap - pil - y._



Detailed description: This system contains measures 22 through 24. The vocal line continues with lyrics. The piano accompaniment features a steady bass line and chords. Measure 24 ends with a repeat sign.

25 Bb Fmaj7 Gm/F F **rall.** Bb/F Fmaj7 Gm/F Bb7 F



Detailed description: This system contains measures 25 through 28. Measure 25 starts with a 'rall.' (ritardando) marking. The piano accompaniment features a steady bass line and chords. Measure 28 ends with a repeat sign.

Being Me in My World

Sample Learning Charter - Year 4

Our Learning Charter

Rights

We have the right to:

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

Responsibilities

We have the responsibility to:

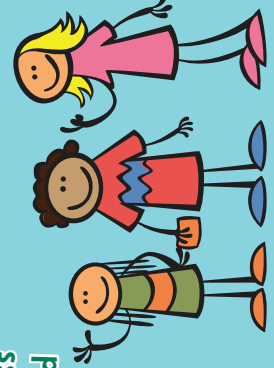
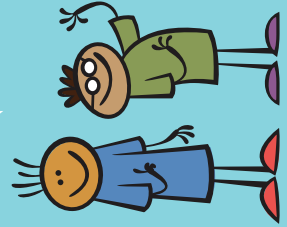
- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe

Rewards

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

Consequences

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





Weekly Celebration 1

This week we are celebrating people in our school who:

Help others to feel welcome





Weekly Celebration 2

This week we are celebrating people in our school who:

Try to make our school community a better place



Weekly Celebration 3

This week we are celebrating people in our school who:

Think about everyone's right to learn



Weekly Celebration 4

This week we are celebrating people in our school who:

Care about other people's feelings

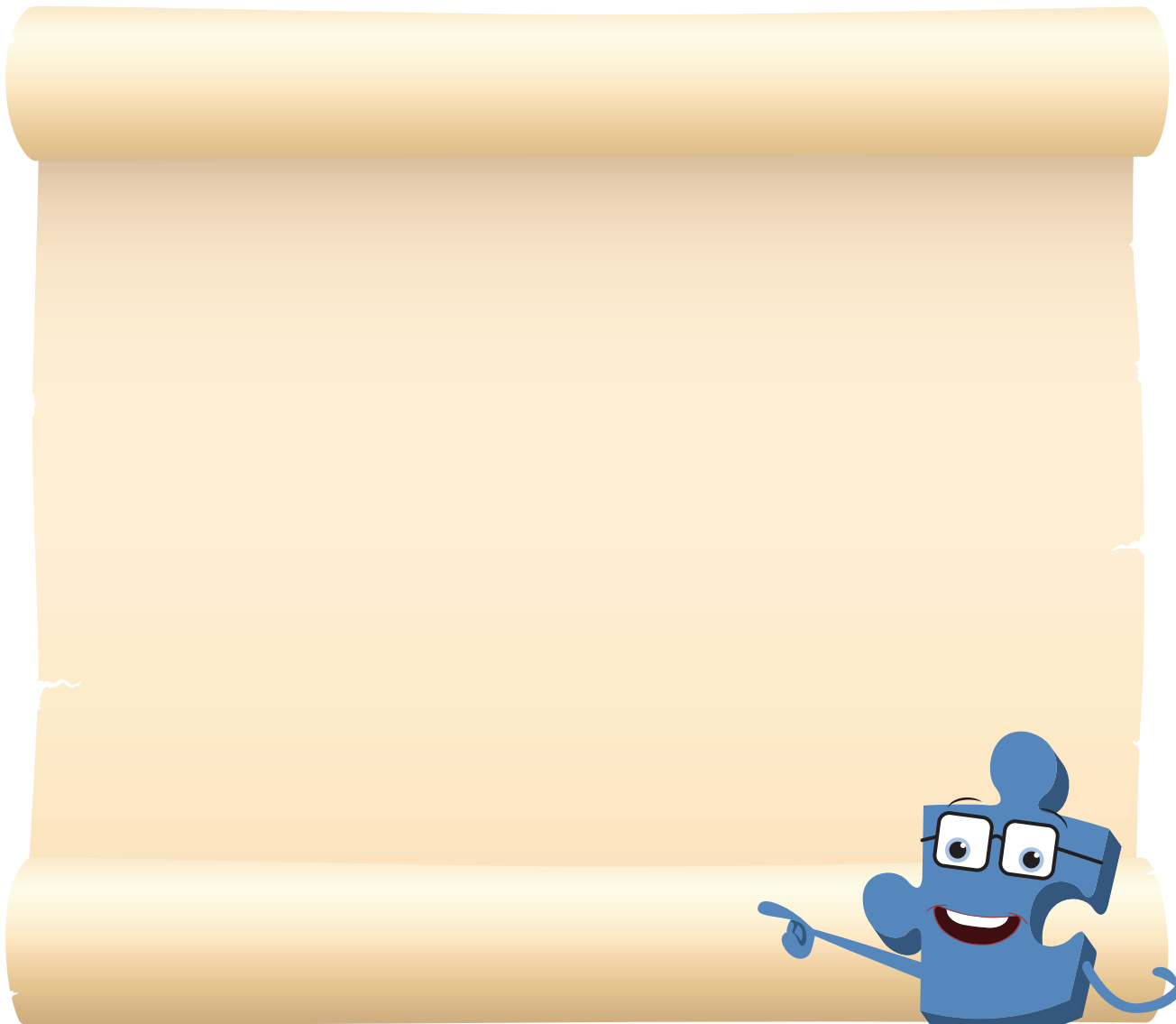




Weekly Celebration 5

This week we are celebrating people in our school who:

Work well with others





Weekly Celebration 6




This week we are celebrating people in our school who:

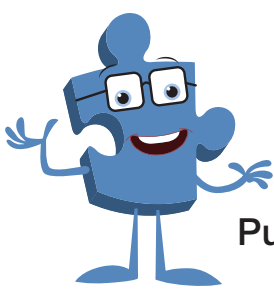
Choose to follow the *Learning Charter*



Being Me in My World

Puzzle Overview - Year 1

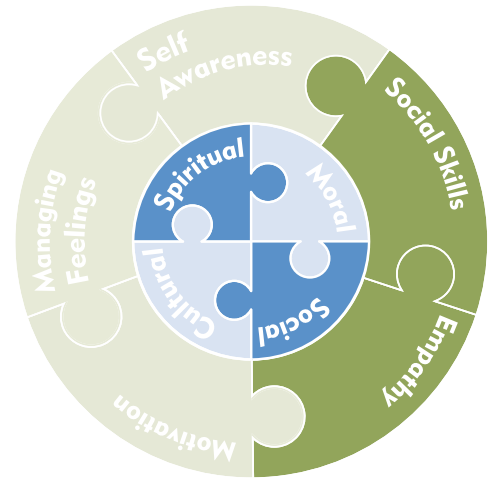
Puzzle 1 Being Me in My World	Puzzle Outcome Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter	Resources
Pieces		
1. Becoming a Class 'Team' 	<p>I know my attitudes and actions make a difference to the class team</p> <p>I know how to use my Jigsaw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



Puzzle 1: Being Me in My World - Year 4 - Autumn 1

Piece 1 - Becoming a Class 'Team'

<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... know my attitudes and actions make a difference to the class team know how to use my Jigsaw Journal know how good it feels to be included in a group and understand how it feels to be excluded try to make people feel welcome and valued</p>
<p>Resources Jigsaw Charter Meet and Greet Bingo resource sheet Jigsaw chime 'Calm Me' script 'Calm' pictures Included/excluded PowerPoint slides Whiteboards or paper Jigsaw Jaz Sponge football Post-its Jigsaw Journals</p>	<p>Vocabulary Included Excluded Welcome Valued Team Charter</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 Meet and Greet Bingo Game. Each child (and all the adults in the room) writes a one word answer in each box of the bingo game sheet. Then children ask each other their answers to the questions and when they find someone with the same answer as themselves, they write that person's name in that question box on their own sheet. The first person to get a name in three boxes, either across or down the sheet, shouts "Bingo!" and is the winner. You could play this so that the winner is the first person to get a name in every box. One aim of this activity is for children to become more aware of similarities and difference between their class mates. Connect us is also about building social skills; therefore encourage the children to use appropriate phrases when they talk to each other, e.g. "Hello Michael, would you share your answer to number two with me please... Thank you." When the winner has shouted out "Bingo!", the children come back and sit in the circle. Children keep their game sheet to stick in their Jigsaw Journals during 'Help me reflect'. Teacher reinforces her belief that this will be a good year for the class and they will be able to work together well and become a good team.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p>	<p>Ask me this...</p> <p>How well do you know the people in your class?</p> <p>Does your mind feel calm and ready to learn?</p>
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Open my mind

Included/excluded pictures.

Bring the children into a circle and show them the 'included' picture. In talking partners they discuss the prompt questions below the picture. Take some feedback from around the circle using Jigsaw Jaz as the talking object.

On their whiteboard or paper, each pair writes three words to sum up how the children in the picture are feeling. Take some feedback and make a list of their words on the left hand side of a flipchart.

If time, using Jigsaw Jaz as the talking object, one at a time, around the circle, children complete the stem sentence:

'I feel included when...'

Show the children the 'excluded' picture and in talking partners ask them to answer the prompt questions as before. On their white boards children write three words to express the feelings of the child who looks excluded in the picture. Take some feedback and make a list of their words on the right hand side of the flipchart.

Discuss with the children how they can make sure that everyone in the class 'team' feels included and valued.

Teacher to ensure that, as a result of this activity, children all understand how it feels to be included and excluded from a group/team, and reinforces the need for everyone in this class to feel included and valued as part of our class team.

Tell me or show me

Pass the Ball Game.

Still in the circle, but now sitting on the floor with legs outstretched, tell the children that we are going to pass the ball around the circle, but we are not allowed to use our hands at all and we must make sure that the ball doesn't touch the floor. The aim of the game is to pass the ball all around the circle to where it started in the quickest time possible. When the game has been played the first time, ask the children how could we pass the ball around the circle more quickly? What tactics do we need to use? Draw out the skills needed to work as a team to reach a common goal. Emphasise the importance of team work. Play the game again, timing how long it takes and note the difference it makes when the children are consciously aware of the team work skills needed.

Are there any of these skills that the children would like to add to the Jigsaw Charter?

Let me learn

Diamond Nine.

Working at their tables in small groups each group has nine post-its. They decide on nine words which describe teamwork and how it feels to be part of a team. The scribe of the group writes one word on each of the nine post-its and the group arranges the post-its in a diamond nine formation (see notes below) with the most important word at the top moving down to the least important word at the bottom. Groups share their diamond nines and are invited to ask each other questions.

Ideally each group will take a photograph of its diamond nine so each child can print a copy to stick into their Jigsaw Journal. If time children could simply write out the diamond nine in their Jigsaw Journal and comment on why these words are so important to them.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, children write who they would like to get to know better this year, why and how they could try to do this.

What does 'included' mean?

What does 'excluded' mean?

How does it feel to be included?

How does it feel to be excluded?

How can we make sure everyone feels valued and included in our class team?

What skills do you need to reach a common goal?

How can we work as a team?

What are the skills of team work?

Who would I like to get to know better this year?

Notes

Calm Me

If children find it difficult to create a visual image in their minds for the 'Calm Me' aspect of the lesson, it may be useful to give them a postcard or a picture on a PowerPoint slide of a calm place. In subsequent lessons you can help them move from looking at the postcard/slide to holding that picture in their mind and using it during 'Calm Me.'

If children have experienced Jigsaw from Reception, they should be able to create visual images in their minds by Year 4. If not, it would be worthwhile using the 'Calm Me' exercises from earlier year groups until children have the appropriate skill level to work with the specified Year 4 'Calm Me' programme. An alternative would be for the whole class to draw/colour/paint their own calm and peaceful place and to use this in the same way as the postcard/PowerPoint slide approach described above.

Let me learn - Diamond Nine Activity

1

2 3

4 5 6

7 8

9

Using a diamond nine ranking system gives children an opportunity to discuss what is most/least important.

1 = most important

2/3 = next important

4 5 6 = next important, and so on.

The most important aspect of this activity is the discussion it generates.



The Charter

We take turns to speak

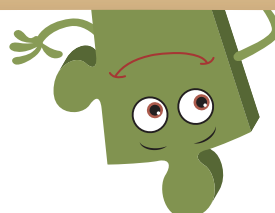
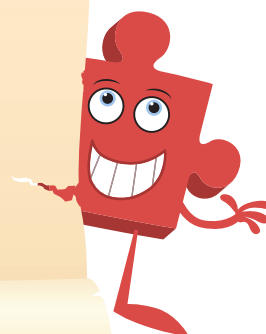
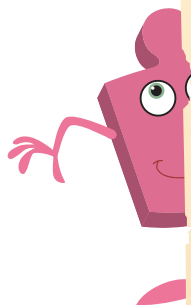
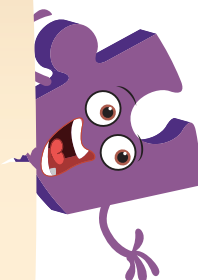
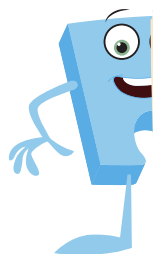
We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving compliments or when being positive

We respect each other's privacy
(confidentiality)



The Jigsaw!® Charter



Class:

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

We will try our best to keep our Charter:

Being Me in My World

Meet and Greet Bingo - Year 4 - Piece 1

My favourite animal is...	My birthday is in the month of...	My favourite food is...
The worst TV programme is...	My favourite hobby is...	Someone I admire is...
My favourite school subject is...	The worst colour for a school uniform would be...	If I won an Olympic Gold medal it would be in...

My favourite animal is...	My birthday is in the month of...	My favourite food is...
The worst TV programme is...	My favourite hobby is...	Someone I admire is...
My favourite school subject is...	The worst colour for a school uniform would be...	If I won an Olympic Gold medal it would be in...

Being Me in My World

Calm Me Script - Year 4 - Piece 1

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

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

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

Being Me in My World

'Calm' Pictures PowerPoint - Year 4 - Piece 1



Being Me in My World

Included and Excluded - Year 4 - Piece 1



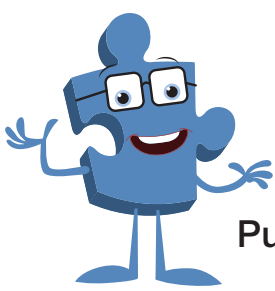
1) What is happening?

2) What are they feeling? (Three words)



1) What is happening?

2) Who is feeling what?



Puzzle 1: Being Me in My World - Year 4 - Autumn 1

Piece 2 - Being a School Citizen

<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... understand who is in my school community, the roles they play and how I fit in take on a role in a group and contribute to the overall outcome</p>	
<p>Resources Sponge football Jigsaw chime Jigsaw Journals 'Calm Me' script 'Calm' pictures Jigsaw Charter School community role cards Role cards and blank job description cards</p>	<p>Vocabulary Role Job description School Community Responsibility</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 Still in the circle, play 'Pass the Ball Game' from the previous Piece for fun.</p> <p>Calm me Before starting the 'Calm Me' session, invite children to open their Jigsaw Journals to their 'calm picture' from Piece 1. This may help them with their visualisation. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing and visualisation (creating pictures in our minds). Tell the children that the Jigsaw chime is the start of our 'Calm Me' exercise.</p> <p>Open my mind Job charades. Still in the circle, ask a confident child or maybe the teaching assistant to take a role card (from school community role cards resource) and without showing anyone what is on the card to mime that role/that person's job in the school community. Children guess the role/job. Repeat several times with different children miming different roles. Ask the children to consider how many different jobs there are in our school community.</p>		<p>Ask me this...</p> <p>Is your mind calm and ready to learn?</p> <p>Who makes up the school community? Who is important in our school community?</p>

Tell me or show me

Role cards.

Pair children with the person sitting next to them in the circle and ask them to find seats together at tables.

Each pair has one role card and a blank job description card. Together the pair decides on the three most important jobs that the person on their card does in the school community and works out how that person helps them learn (directly or indirectly).

Then without showing anybody the role card, pairs take it in turns to read out the job description card so that other children can guess who is on the role card. When all the role cards have been discussed the teacher reinforces that all of these people are important members of the school community; they all have responsibilities and rights and everybody works as part of a big team to help children learn.

Ask one person from each pair, holding their role card, to stand at the front in a line so that the rest of the class can see the role cards. Children read out their role card so that everyone knows who they represent. Then working in groups, the rest of the children decide who has the most important job/role and ask that person to stand at the left hand side of the line, facing the class. They do this for each role, effectively rank ordering the jobs.

The teacher questions whether it possible to say that one job is more important than another and asks children what would happen if, for example, the site manager was not there: how would this affect their learning? What would happen if the head teacher was not there? How would this affect their learning? The children are led to the conclusion that everybody in the school community plays a vital role in children's learning.

Let me learn

Responsibilities.

Back in the circle the teacher reinforces that we are all important members of the school community, that many adults have jobs in the community which help us learn and that children have responsibility to learn and help each other learn. Give the children thinking time with a talking partner next to them to work out how they can take responsibility for their own and other people's learning, i.e. what can they do and what are their responsibilities. Then the teacher models the activity by saying, "In our school community, I take responsibility for planning good lessons so that everyone can learn". She then walk across the circle, chooses a child, gives him a high five and sits down in his chair. The child then says, "In our school community, I take responsibility for ... so that everyone can learn". That child walks across the circle giving a high five to another child and this continues until everyone has had a turn.

Help me reflect

Children return to their places and, in their Jigsaw Journals, draw themselves in the middle of the page with lines radiating outwards each with the name/role of someone in the school community who helps them to learn. In the Reflection Puzzle Piece, children complete the sentence: 'I appreciate being a member of this school community and take responsibility for my own learning by... '

How do people in our school community help us to learn?

Is one member of the school community more important than anyone else?

How can you be responsible for your own and other's learning?

Who do you appreciate most in our school community?

Notes

Being Me in My World

Calm Me Script - Year 4 - Piece 2

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

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

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

Being Me in My World

'Calm' Pictures PowerPoint - Year 4 - Piece 2



Being Me in My World

School Community Role Cards - Year 4 - Piece 2

Site Manager



Job Description

-
-
-

How does this person help me learn?

Lunchtime Supervisors



Job Description

-
-
-

How do these people help me learn?

Teachers



Job Description

-
-
-

How do these people help me learn?

Being Me in My World

School Community Role Cards - Year 4 - Piece 2

Teaching Assistants



Job Description

-
-
-

How do these people help me learn?

Governors



Job Description

-
-
-

How do these people help me learn?

Head Teacher



Job Description

-
-
-

How does this person help me learn?

Being Me in My World

School Community Role Cards - Year 4 - Piece 2

School Council
Representative



Job Description

-
-
-

How does this person help me learn?

Cleaner



Job Description

-
-
-

How does this person help me learn?

Parents/
Carers



Job Description

-
-
-

How do these people help me learn?

Being Me in My World

School Community Role Cards - Year 4 - Piece 2

Sports Coach



Job Description

-
-
-

How does this person help me learn?

Violin Teacher

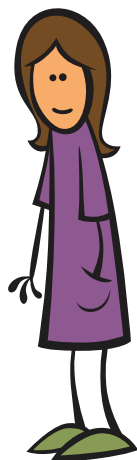


Job Description

-
-
-

How does this person help me learn?

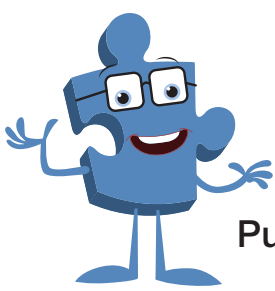
Pastoral Care Worker



Job Description

-
-
-

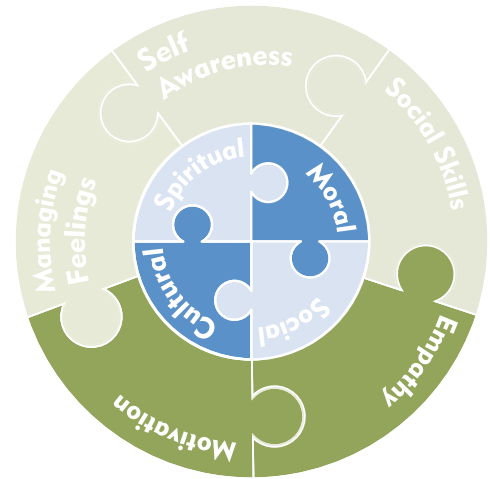
How does this person help me learn?



Puzzle 1: Being Me in My World - Year 4 - Autumn 1

Piece 3 - Rights, Responsibilities and Democracy

<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... understand how democracy works through the school council recognise my contribution to making a Learning Charter for the whole school</p>
<p>Resources Jigsaw Jaz Jigsaw chime 'Calm Me' script 'Calm' pictures Jigsaw Song sheet: 'Choices' UNCRC Rights of the Child (Unicef leaflet for teacher use) Spot the difference pictures (Articles 12 and 28), UNCRC Resource sheet Jigsaw Journals</p>	<p>Vocabulary Rights Responsibilities Democracy</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 Still in the circle children play 'Pass the Handclap' or 'Pass the Squeeze'. Then using Jigsaw Jaz as a talking object (and remembering that children have the right to pass) children complete the stem sentence: "I appreciate learning in this school because...". The teacher praises, encourages and reinforces responses.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p> <p>Open my mind Sing the Jigsaw Song 'Choices' Teacher draws out the idea that every day we all have choices to make about what we do, how we treat other people, how hard we work, etc. Introduce 'United Nations' to the children. Explain countries that make up the United Nations. Now introduce UNCRC to children. Ask the children if they know what this is. United Nations Convention on the Rights of the Child. Talk to your partner. Do you know what that is? Explain that, in 1989, all countries in the UN except Somalia and USA signed up to the convention. They all agreed that it was important that all children under 18 years of age had rights.</p>	<p>Ask me this...</p> <p>What do you appreciate about being able to learn in our school?</p> <p>Is your mind calm and ready to learn?</p> <p>What choices will you make today about your learning?</p>



Tell me or show me

Spot the Difference.

In small groups, children are given one of the picture resource sheets, either relating to one of the Spot the Difference pictures (either Article 12 or 28). In small groups, children need to nominate a scribe and a spokesperson. Without any teacher input, children are asked to work through the questions on their sheet.

- 1) What is happening in the pictures?
- 2) Which picture would you rather be a part of?
- 3) Can you see anything that is unfair in the pictures?
- 4) Who is taking responsibility in each picture?
- 5) Would you like to change anything in either of the pictures?

When the children have had time to answer the questions, the teacher displays one set of pictures (e.g. Article 12) and invites the groups with those pictures to share their answers through the spokesperson. This could be done as a whole class activity or by facilitating the discussion with the groups who have been working with those particular pictures, enabling them to compare their thoughts and answers. Do the same with the other set of pictures.

Introduce the children to the United Nations Convention on the Rights of the Child and briefly explain what this is. Then show them/tell them about Articles 12 and 28 and ask them if these rights are being upheld in the pictures they have just been working on. Then facilitate a discussion with the whole class about how we can take responsibility for making sure Articles 12 and 28 are implemented in our classroom.

Let me learn

Give each group the UNCRC Resource sheet and ask them to list their top three responsibilities for each Article that would help children have a voice and learn in a 'disciplined' environment in our classroom. Take feedback from each group listing their ideas on flipchart. Vote on the children's top three responsibilities for each article. Explain that voting is a 'democratic' (fair) process and a way of giving everybody a chance to have their say (link to Article 12). These responsibilities will be taken to the school council for consideration for the whole school Learning Charter. (It may be appropriate and useful to remind children of the school Mission Statement and strapline whilst doing this work.) Keep these responsibilities for the next Piece.

In their Jigsaw Journals children write down the three responsibilities they think will most help create a positive learning environment in their classroom and give their reasons why.

Help me reflect

With the PowerPoint slide relevant to Article 28 displayed, invite the children to write their reflections to the following questions in the Reflection Puzzle Piece of their Jigsaw Journals:

How do I feel when I think about children who don't have the right to an education? How do I feel when I think about my opportunity for education?

How can you take responsibility for being heard and for creating a positive learning environment for everyone?

How do you feel when you think about children who don't have the right to an education? How do you feel when you think about your own opportunity for education?

Notes

United Nations Convention on the Rights of the Child (1991).

The Unicef website is a useful source of information: www.unicef.org.uk and 'Children's Rights and Responsibilities' can be obtained through the Unicef Education order line: 0870 1214200.

You may like to add more pictures in the Spot the Difference activity.

Being Me in My World

Calm Me Script - Year 4 - Piece 3

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

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

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

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

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

Being Me in My World

'Calm' Pictures PowerPoint - Year 4 - Piece 3



Being Me in My World

UNICEF Leaflet - Year 4 - Piece 3



Article 1 Everyone under 18 years of age has all the rights in this Convention.

Article 2 The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.

Article 3 All organisations concerned with children should work towards what is best for each child.

Article 4 Governments should make these rights available to children.

Article 5 Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6 All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7 All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, to be cared for by their parents.

Article 8 Governments should respect children's right to a name, a nationality and family ties.

Article 9 Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 Governments should take steps to stop children being taken out of their own country illegally.

Article 12 Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.



Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14 Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15 Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18 Both parents share responsibility for bringing up their children, and should always consider what is best for each child.

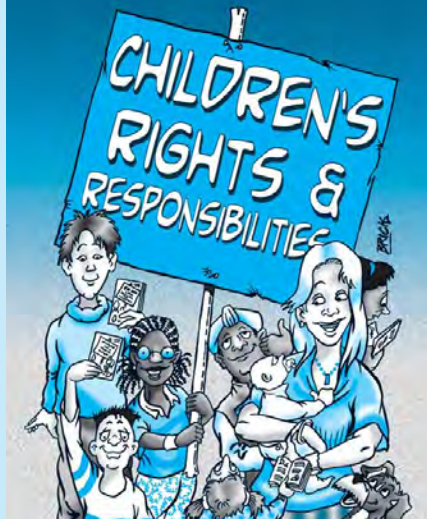
Governments should help parents by providing services to support them, especially if both parents work.



Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20 Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21 When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.



The Big Poster of the United Nations Convention on the Rights of the Child

A convention is an agreement between countries to obey the same law. The United Kingdom of Great Britain and Northern Ireland agreed to obey (ratified) the Convention on the Rights of the Child on 16 December, 1991.

That means our government now has to make sure that every child has all the rights in the Convention, except the two they have 'reservations' about Articles 10 and 37.

Whose responsibility?

Children's rights are a special case because many of the rights laid down in the Convention on the Rights of the Child have to be provided by adults or the state.

However, the Convention also refers to the responsibilities of children, in particular to respect the rights of others, especially their parents (Article 29).

If every child, regardless of their sex, ethnic origin, social status, language, age, nationality or religion has these rights, then they also have a responsibility to respect each other in a humane way.



If children have a right to be protected from conflict, cruelty, exploitation and neglect, then they also have a responsibility not to bully or harm each other.

If children have a right to a clean environment, then they also have a responsibility to do what they can to look after their environment.

If children have a right to be educated, then they have the obligation to learn as much as their capabilities allow and, where possible, share their knowledge and experience with others.

If all children have a right to a full life, then they should also help so the needy, the disadvantaged, and the victims of discrimination also enjoy this right.



Check out UNICEF UK's website for children & young people: www.theyrightsite.org.uk

UNICEF website: www.unicef.org.uk

For further free copies of this leaflet call the UNICEF Helpline: 0870 606 3377. Quize code: 31305. The UK Committee for UNICEF is a Company Limited by Guarantee, registered in England and Wales, No. 3893191. Registered Charity No. 1022915.



Article 22 Children who come into a country as refugees should have the same rights as children born in that country.

Article 23 Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 24 Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25 Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.

Article 26 The Government should provide extra money for the children of families in need.

Article 27 Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.



Article 28 Children have a right to a primary education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 All children have a right to relax and play, and to join in a wide range of activities.

Article 32 The Government should protect children from work that is dangerous, or might harm their health or their education.

Article 33 The Government should provide ways of protecting children from dangerous drugs.

Article 34 The Government should protect children from sexual abuse.

Article 35 The Government should make sure that children are not abducted or sold.



Article 36 Children should be protected from any activities that could harm their development.

Article 37 Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38 Governments should not allow children under 16 to join the army. Children in war zones should receive special protection.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40 Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41 If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.



Article 42 The Government should make the Convention known to parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure all children get all their rights.

Being Me in My World

Spot the Difference (Article 12) - Year 4 - Piece 3



Questions

- 1) What is happening in the pictures?
- 2) Which picture would you rather be a part of?
- 3) Can you see anything that is unfair in the pictures?
- 4) Who is taking responsibility in each picture?
- 5) Would you like to change anything in either of the pictures?

Being Me in My World

Spot the Difference (Article 28) - Year 4 - Piece 3



Questions

- 1) What is happening in the pictures?
- 2) Which picture would you rather be a part of?
- 3) Can you see anything that is unfair in the pictures?
- 4) Who is taking responsibility in each picture?
- 5) Would you like to change anything in either of the pictures?

Being Me in My World

UNCRC Resource Sheet - Year 4 - Piece 3

Article 12

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Responsibilities

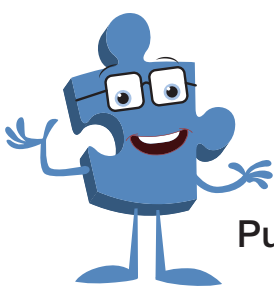
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Article 28

All children and young people have the right to a primary education which should be free. Discipline in school should respect children's human dignity. Young people should be encouraged to reach the highest level of education of which they are capable.

Responsibilities

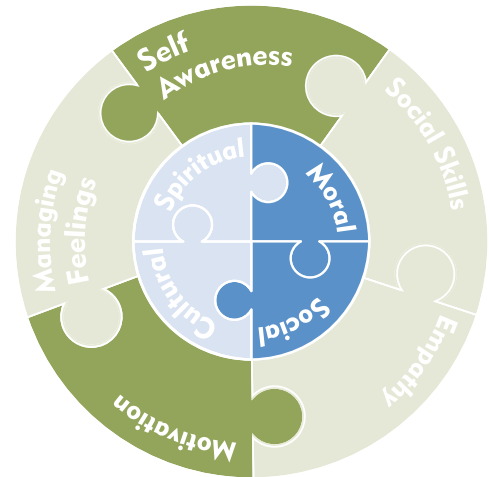
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Puzzle 1: Being Me in My World - Year 4 - Autumn 1

Piece 4 - Rewards and Consequences

<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... understand that my actions affect myself and others I care about other people's feelings and try to empathise with them understand how rewards and consequences motivate people's behaviour</p>
<p>Resources Spongeball/orange Jigsaw chime 'Calm Me' script 'Calm' pictures Scenario cards Jigsaw Charter Jigsaw Journals</p>	<p>Vocabulary Reward Consequence Democratic</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

Children pass a sponge ball or orange to each other in the circle without using hands, trying to get it around the circle without dropping. This generates a fun atmosphere, necessitates children working in close proximity and thinking about the effect of the choice they make about how to pass on the ball/orange.

Calm me

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

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

Open my mind

The teacher reinforces that every action has a consequence, as they saw in the Connect us activity (talk about cause and effect/chain reactions). Give the children a scenario, e.g. Bob sees a mess on the classroom floor. He is in a hurry to go out and play but he knows the teacher will be upset if she discovers the mess. Should he clean it up? Ask the children to imagine a continuum line across the front of the classroom and to stand at one end of it if they think Bob should clean up the mess, at the other end if they think he should leave it and go out to play, and to stand in the middle if they are not sure. Ask members of the three groups to sit together and discuss why they made that decision. A spokesperson for each group feeds their reasons back. The teacher draws out ideas about rewards and consequences which have come from the children's discussion; she then suggests that, even though rewards and consequences can motivate us to do the right thing, they may be times when we do the right thing just because it's the right thing to do. Ask the children if they can think of any times that this could happen or has happened. Explore the idea that, when we do the right thing, the feeling we get is reward in itself.

Ask me this...

Is it true that every action has a consequence and every cause has an effect?

Is your mind calm and ready to learn?

Why did you make that decision about Bob?
What does it tell you about what you think is right or wrong?

Tell me or show me

Back at their tables, in small groups, each group chooses a scenario card and has five minutes to work out how they will act out that scenario in front of the class. They also work out what the consequence would be of that scenario and prepare to act that as 'scene 2' as well. Each group acts its scenario but stops before acting out the consequence (scene 2) At the end of the scenario, each group writes on their white board what they think the consequence/effect will be of the scenario they have just seen. A spokesperson for each group reads out the consequence they have decided upon. Then, the group acts 'scene 2' as they imagined it. Teacher facilitates discussion of the different choices and consequences that could follow the original scenario. Repeat the activity with all groups making the point that rewards and consequences are a result of the choices we make.

Will you choose rewards or consequences today?

Let me learn

Display for the children the responsibilities they voted to take to the school council during the previous Piece. Also display the Jigsaw Charter.

Will you choose rewards or consequences today?

In their groups children discuss the rewards and consequences they think would be appropriate for keeping or breaking the responsibilities on both lists.

Snowball (join together) sets of two groups and facilitate their discussion regarding the rewards and consequences they suggest.

Ask each group to make a list of the six rewards and six consequences they would like to see implemented in their classroom. Bring the lists together and vote on which rewards and consequences the whole class favours, ending up with a list of six of each, preferably in a hierarchical order. Explain that these rewards and consequences will be taken to the school council to be considered as the whole school Learning Charter. Reinforce with the children that this is a democratic process as discussed in the previous Piece.

In their Jigsaw Journals, children write the three rewards they most look forward to receiving and say why these would be significant to them. If time, they can also write the three consequences they would most dread and say why. (Children could draw rather than write.)

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, children draw/write about the reward that would mean the most to them for achieving good work at school.

Which rewards and consequences would be most significant to you?

What would be your most meaningful reward for doing your best work?

Notes

If possible, during this lesson try to lead children to an understanding that rewards can be just as meaningful if they are intrinsic (internal, e.g. a feeling of happiness or satisfaction) as if they are extrinsic (external, e.g. certificate in assembly, sticker, prize, etc.).

Being Me in My World

Calm Me Script - Year 4 - Piece 4

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

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

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

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

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

Being Me in My World

'Calm' Pictures PowerPoint - Year 4 - Piece 4



Being Me in My World

Scenario Cards - Year 4 - Piece 4

Katie falls over in the playground.

Peter is messing about in class and throwing things around.
He throws a rubber which hits James on the head.

In a music lesson, the class laughs at Betty while she sings a solo.
She bursts out crying and runs away.

Susie works hard to learn all her spellings.

Being Me in My World

Scenario Cards - Year 4 - Piece 4

In cooking club Bob makes the best cup cakes.

Lucy is helping Grace with her maths work because she is finding it difficult.

Hannah tells Molly she thinks her artwork is very good.

Everybody in the classroom is listening carefully to the teacher.

The children tidy the classroom up at the end of the day.

Hope finds a pencil case on the floor in the corridor.



The Charter

We take turns to speak

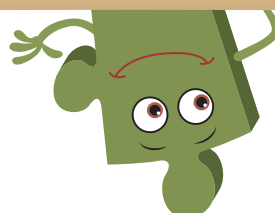
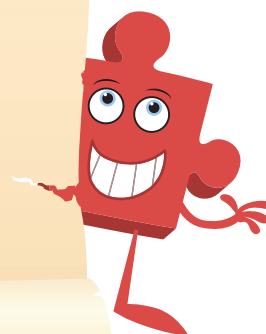
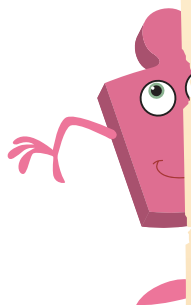
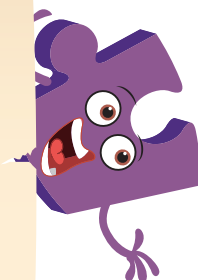
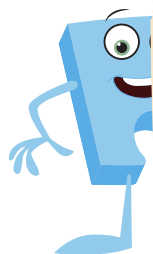
We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving compliments or when being positive

We respect each other's privacy
(confidentiality)



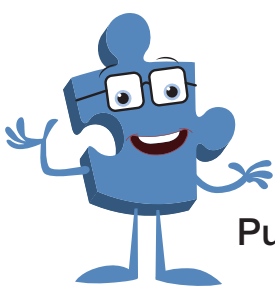
The Jigsaw!® Charter



Class:

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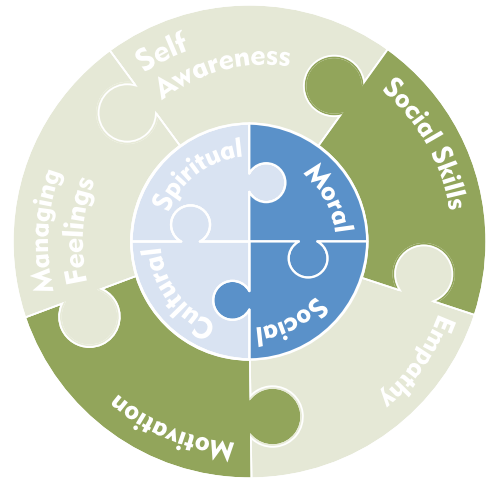
We will try our best to keep our Charter:



Puzzle 1: Being Me in My World - Year 4 - Autumn 1

Piece 5 - Our Learning Charter

<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... understand how groups come together to make decisions take on a role in a group and contribute to the overall outcome</p>
<p>Resources Jigsaw chime 'Calm Me' script 'Calm' pictures Decision PowerPoint slides Decision response sheet Colour/number cards Straws and marshmallows Jigsaw Journals Materials for Learning Charter activity</p>	<p>Vocabulary Decisions Rights Responsibilities Voting Democracy Authority Learning Charter Role Contribution Observer</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 Alphabet Game. Children work in groups of three. Give the children one minute and time it to make their three bodies into the letter of the alphabet that you choose to call out. Do this several times with different letters. You can give points for the best formation.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p> <p>Open my mind Decision pictures. At their tables, working in talking partners, show the children PowerPoint slide 1 'Courtroom' and ask them to answer the questions: 1. What decision needs to be made? 2. Who will make the decision? 3. How will they make the decision? One group volunteers to give their answers and other groups are invited to agree, question or provide a different answer. Go through the same process with the other PowerPoint slides (or as many as necessary) until the children understand that decisions can be made in different ways: sometimes one person has the authority to make the decision, sometimes there is an agreed system, e.g. marks awarded, sometimes there is a democratic process.</p>	<p>Ask me this...</p> <p>Was it easy to play the Alphabet Game in your group?</p> <p>Is your mind calm and ready to learn?</p> <p>Can you identify the different ways decisions can be made?</p>



Ensure children understand how these processes may look in the school community:

Courtroom and judge

Linesman

Family

House of Commons

Talent judges

Playground group

School council

Tell me or show me

Build a tower.

Use colour cards, number cards or postcards cut into jigsaw puzzles to 'randomly' select groups of four children to work together. In these groups, children elect/nominate one member of the group to be the observer. This child will watch how the others work together and how they make decisions whilst completing the task.

The task: Each group is given a packet of drinking straws and a bag of marshmallows. Give them five minutes to work together in their group to build the highest freestanding tower with their straws and marshmallows as possible. At the end of five minutes rapidly judge which is the tallest tower and then ask the observer in each group to give feedback on what they saw. Ascertain different ways of making decisions and discuss with the children which ways seemed to work best for this task. In their Jigsaw Journals, children make a quick sketch of their group's tower and write three words to describe their experience of taking part in that task.

Let me learn

Prior to this Piece, the School Council will have been helped to bring together ideas about rewards and consequences from each class; with Senior Leaders, the School Council will have devised the Learning Charter for the school. (See example Learning Charter at beginning of this Puzzle.) The teacher explains the Learning Charter to the class. They identify how their ideas from previous Pieces are reflected in it and teacher helps them to understand how this Charter will work for the school and particularly for their class. Ensure children see the rewards and consequences as helping them all to learn and explain that this Charter will start from a particular time and date, e.g. next Monday after a launch assembly.

The teacher and the class decide on how to make a Learning Charter display for their class. Think about the display space and collectively decide how to make the Learning Charter meaningful for our class. Children move away from the circle to work in groups to:

- Design stickers, certificates, postcards for home, etc.
- Illustrate the positive behaviours expected
- Illustrate the vision for how their class will look when everyone is given the right to learn
- Illustrate class members taking their responsibilities
- Illustrate with key words children receiving rewards and/or consequences

The children can be offered a range of media to work in e.g. drawing, painting, photography, IT, collage, drama (which they photograph), etc. By the end of Piece 6 each class should have their illustrated Learning Charter displayed in their classrooms.

Help me reflect

Encourage children to reflect on their own role in the tower building and their own role in the classroom.

Identify different groups they belong to and their role in those groups and how decisions are made.

Who made the decisions? Was there a leader in your groups?

Did everyone feel their ideas were listened to?

Which decision-making system worked the best?

Who made the decisions?

Was there a leader in your groups?

Did everyone feel their ideas were listened to?

Which decision-making system worked the best?

How might the Learning Charter affect children's learning in this school?

Can you identify your class contribution to the Learning Charter?

Are you happy with the role you took in the tower building task?

Can you identify different roles you play in different groups?

What is the biggest decision you have ever made?

Notes

Pieces 5 and 6 of this Puzzle are designed to help each class take personal ownership of the whole school Learning Charter. Teachers have the flexibility to do this in ways appropriate to their own classes. The aim is for the Learning Charter to bring a consistent positive behaviour system to the whole school. However, year groups and classes can personalise it and make it meaningful and motivational to them by:

- Making a Learning Charter display for their own classroom, illustrated by the children.
- Possibly designing their own stickers, certificates, target charts, etc.

It is strongly advised that the Learning Charter is launched in a whole school assembly and implemented from then on.

It is also essential that parents/carers are fully informed about the Learning Charter and its aims, and are invited to reinforce this at home. It may be possible to invite parents/carers to the launch assembly and/or to publicise the Learning Charter through the school website by sending home information (e.g. a leaflet designed by the children).

Schools may want to acquire professionally designed and produced Learning Charter posters, reward stickers, praise pads, certificates, etc. to reinforce the importance of this work throughout the school. These could then be tailor-made for the school using school colours, logo, etc. For more information go to www.jigsawpshe.com.

Being Me in My World

Calm Me Script - Year 4 - Piece 5

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

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

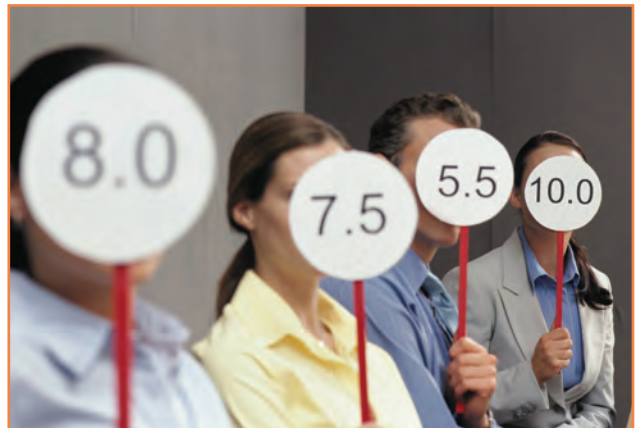
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Being Me in My World

Decision PowerPoint - Year 4 - Piece 5



Questions

- 1) What is happening in the pictures?
- 2) Which picture would you rather be a part of?
- 3) Can you see anything that is unfair in the pictures?

Being Me in My World

Decision Response Sheet - Year 4 - Piece 5

Courtroom

1) What decision needs to be made?

2) Who will make the decision?

3) How will they make their decision?

Football game

1) What decision needs to be made?

2) Who will make the decision?

3) How will they make their decision?

Family

1) What decision needs to be made?

2) Who will make the decision?

3) How will they make their decision?

Being Me in My World

Decision Response Sheet - Year 4 - Piece 5

House of Commons

1) What decision needs to be made?

2) Who will make the decision?

3) How will they make their decision?

School Council

1) What decision needs to be made?

2) Who will make the decision?

3) How will they make their decision?

Sports Judges

1) What decision needs to be made?

2) Who will make the decision?

3) How will they make their decision?

Being Me in My World

Sample Learning Charter - Year 4

Our Learning Charter

Rights

We have the right to:

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

Responsibilities

We have the responsibility to:

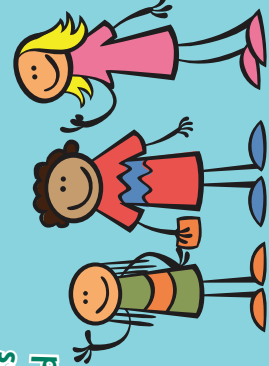
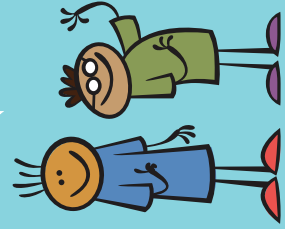
- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe

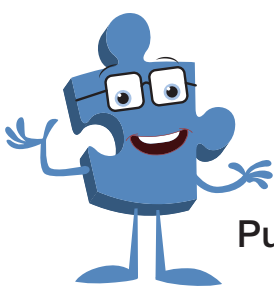
Rewards

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

Consequences

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

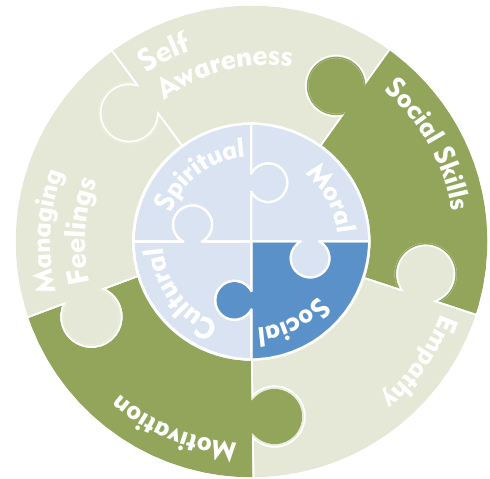




Puzzle 1: Being Me in My World - Year 4 - Autumn 1

Piece 6 - Owning Our Learning Charter

<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... understand how democracy and having a voice benefits the school community understand why our school community benefits from a Learning Charter and can help others to follow it</p>
<p>Resources Choices Bingo Sheets 'Calm Me' script Jigsaw Journals Jigsaw chime Learning Charter Jigsaw Song sheet: 'Choices' Children's group illustrations from previous Piece Materials for Learning Charter activity Learning Charter, UNCRC Article 12 (see Piece 3)</p>	<p>Vocabulary Decisions Choices Democracy UN Convention on Rights of Child Learning Charter</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 Choices Bingo. Each child (and all the adults in the room) highlights one word in each box showing the choice they would make on their Bingo sheet. Then children ask each other their answers to the questions and when they find someone with the same answer as themselves, they write that person's name in that question box on their own sheet. The person who gets the most names in the most boxes in the timeframe you set them, shouts "Bingo!" and is the winner.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Before starting the 'Calm Me' session, invite children to open their Jigsaw Journals to their 'calm picture' from Piece 1. This may help them with their visualisation.</p> <p>Open my mind Sing the Jigsaw Song 'Choices'. Make the point that the Learning Charter is about Choices.</p>	<p>Ask me this...</p> <p>Why did you make those choices? Did anything surprise you about other people's choices?</p> <p>Is your mind calm and ready to learn?</p> <p>Which is the most important line in this song for you?</p>



Tell me or show me

Invite children to bring their group illustration work from the previous Piece to the circle. Quickly review the Learning Charter and ask the spokesperson for each group to 'show and tell' what they are working on and why.

Children can offer each other feedback and praise.

Let me learn

At their tables, children complete their illustrations for the Learning Charter and if possible add them to the Learning Charter display.

Help me reflect

Refer back to Article 12 (Piece 3) and the UNCRC right to have their opinions listened to. Now refer back to the Learning Charter that the children created. Will the fact that they contributed to it help them to follow it? If the children have ownership of it, are they more likely to believe in it and want to follow it? Reinforce children's understanding of the democratic process used to create the Learning Charter. How do they plan to do this and how can they encourage others to follow it? For example, they could be a role model or remind other children to respect the rights of others.

Children record these responses in their Jigsaw Journals.

Do you understand the Learning Charter?

Can you identify the contribution our class makes to the Learning Charter?

How do you think the Learning Charter will help you to learn?

How does being involved in creating the Learning Charter help you to follow it?

How can you encourage others to follow it?

Do you understand what democracy means?

Notes

Pieces 5 and 6 of this Puzzle are designed to help each class take personal ownership of the whole school Learning Charter. Teachers have the flexibility to do this in ways appropriate to their own classes. The aim is for the Learning Charter to bring a consistent positive behaviour system to the whole school. However, year groups and classes can personalise it and make it meaningful and motivational to them by:

- Making a Learning Charter display for their own classroom, illustrated by the children.
- Possibly designing their own stickers, certificates, target charts, etc.

It is strongly advised that the Learning Charter is launched in a whole school assembly and implemented from then on.

It is also essential that parents/carers are fully informed about the Learning Charter and its aims, and are invited to reinforce this at home. It may be possible to invite parents/carers to the launch assembly and/or to publicise the Learning Charter through the school website by sending home information (e.g. a leaflet designed by the children).

Schools may want to acquire professionally designed and produced Learning Charter posters, reward stickers, praise pads, certificates, etc. to reinforce the importance of this work throughout the school. These could then be tailor-made for the school using school colours, logo, etc. For more information go to www.jigsawpshe.com.

Certificates

Each Puzzle has its own certificate for the teacher to complete for each child. This is an opportunity for the teacher to give the child feedback on his/her learning and progress. The certificates can be presented to the children and then stuck into their Jigsaw Journals. They could then reflect on their own learning, their progress, and how it felt to receive the certificate.

Assessment

Subsequent Puzzles will afford opportunities for assessment.

Being Me in My World

Choices Bingo - Year 4 - Piece 6

Winter or summer	Dog or cat	Strawberry milkshake or chocolate milkshake
Apple or banana	Sweets or chocolate	Football or gymnastics
Woods or beach	River or ocean	Pen or pencil

Winter or summer	Dog or cat	Strawberry milkshake or chocolate milkshake
Apple or banana	Sweets or chocolate	Football or gymnastics
Woods or beach	River or ocean	Pen or pencil

Being Me in My World

Calm Me Script - Year 4 - Piece 6

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

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

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

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

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

Being Me in My World

Sample Learning Charter - Year 4

Our Learning Charter

Rights

We have the right to:

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

Responsibilities

We have the responsibility to:

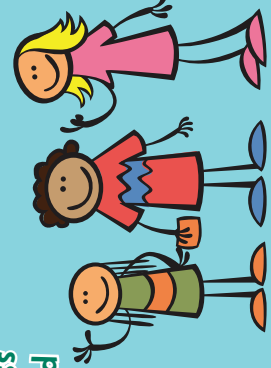
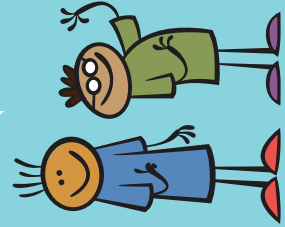
- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe

Rewards

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

Consequences

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





Puzzle 1: Being Me in My World – 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>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>Relaxation and/or sensory activities related to personal well-being and keeping calm:</p> <p>Hand Massage.</p> <p>Aromatherapy and smells exploration.</p> <p>Music instrument exploration.</p> <p>Intensive Interaction - to begin building on interaction skills.</p>
<p>Encountering the World</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>Allow pupils to experience all classroom and community activities - give them chance to revisit certain experiences.</p> <p>Focus on augmentative communication aspects of learning to give them the greatest possible chance to understand their environment and help them make sense of their experiences.</p> <p>To explore specific activities through any particular access devices or a personal sensory method of communication.</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 begin to show awareness of objects in the community which have distinct tactile properties.</p> <p>Pupil may touch/grasp an object when placed against their hand.</p> <p>Pupils show awareness of their turn when taking part in a game or activity with an adult.</p> <p>Pupils may respond to prompts for their turn.</p> <p>Use objects of reference to help pupils understand activities throughout the school day, focusing upon consistent routines.</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 pupils with a variety of tactile, fluorescent, shiny or sparkly objects, with soft and smooth textures.</p> <p>Encourage pupils to respond to the beginning or end of an object encounter - either 'more' or 'no'.</p> <p>Engage pupils in activities that start and stop, including light / sound/smells. (Look for readiness or continuation 'stopping' from a pupil.)</p>
<p>P1ii - Pupils show emerging awareness of activities and experiences. They have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may give intermittent reactions.</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>Developing Awareness of the World</p>			



Puzzle 1: Being Me in My World – 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.</p> <p>To demonstrate a consistent response to certain events and activities in the world.</p> <p>To explore the world with others.</p> <p>Pupils may begin to maintain a hold upon an object, take to the face and fix gaze to examine.</p> <p>Pupil may turn/move an object to examine further.</p> <p>By looking, listening, reaching, etc. pupils begin to extend their range of attention to show interest in events outside the immediate area of their own body space, including their peers.</p> <p>Pupils may begin to be able to indicate or signal more of an activity, when it ceases.</p>	<p>A variety of experiences and activities to focus upon individual interaction, engagement and coactive exploration, e.g. using principles of Intensive Interaction (which can be explored throughout P1-P3).</p> <p>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.</p> <p>Provide a range of different objects and experiences from within the school and local community, especially those which may interest an individual. Explore these in a variety of contexts and places.</p> <p>Use switches to operate a fan, bubble tube, hair dryer, etc. to begin to explore cause and effect.</p> <p>Take turns exploring musical instruments/sounds.</p> <p>Jigsaw Song: 'Choices'.</p> <p>Jigsaw Friends.</p>
<p>Beginning to Respond to the World</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.</p> <p>To demonstrate that I am able to give learned responses to certain events, experiences and activities.</p> <p>To cooperate with others in the world.</p> <p>Pupils are beginning to instigate events and experiences, including reaching out, vocalising, greater body movements, etc. and begin to show choices in their interactions.</p> <p>Pupils begin to follow modelled actions and to imitate responses.</p> <p>Pupils attend to repeated events and remember a simple sequence of events over a short period of time.</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.</p> <p>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).</p> <p>Engage in a variety of simple group games, including skittles, putting 'auditory' objects in a bucket, etc. that involve the same repeated action.</p> <p>Place 'groups' of objects within the reach of the pupil, to explore object permanence and one-to-lots awareness.</p> <p>Jigsaw Song: 'Choices'.</p> <p>Jigsaw Friends.</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>	<p>Cooperating in the World</p>		



Puzzle 1: Being Me in My World – 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 get 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 are beginning to use eye-pointing/vocalisations/gestures to communicate with others and explore their 'social surroundings'.</p> <p>There is an interest in the manipulation and movement of objects, materials and people, whilst some pupils begin to track items of interest across a classroom or within a community setting.</p> <p>Some pupils are beginning to use vocalisations or gesture to indicate turn-taking when within a group setting.</p>	<p>Provide tools and opportunity to facilitate communication and interaction in the world: e.g. engaging in familiar body rhymes, songs and routines.</p> <p>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>Make purposeful choices in their daily school life and in the local community: preferred stories, activities, food, drink, smells, etc.</p> <p>Interact with a variety of objects, and begin to show sustained interest when these objects are in their general and social sphere.</p> <p>Engaging pupils with moving objects, materials and textures in a variety of contexts e.g. sensory room/park.</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.</p> <p>To demonstrate to others that I am able to anticipate certain events, activities and experiences.</p> <p>Pupils are beginning to anticipate familiar and established sequences using object/pictures to outline events.</p> <p>Pupils use eye pointing, gesture, reaching towards, etc. to indicate items in response to specific questions, e.g. Where is the...? Find the...?</p> <p>When working in a group, pupils are beginning to respond to each other in increasingly complex ways, for greater periods, with greater interest and initiating some interactions.</p>	<p>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>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, linked to the topic.</p> <p>Give opportunities to complete or finish well known songs or routines. Jigsaw Song: 'Choices'.</p> <p>Engage in a variety of whole-class and small group games (snakes and ladders, etc.) and encourage turn-taking and reactions based on activities.</p> <p>Look back at photos or videos of recent trips/visits in the community or of known family/friends to generate a positive response from a pupil.</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 1: Being Me in My World - 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 in 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>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Our Learning Charter</p> <p>How can I contribute to my learning community?</p> <p>Can I make positive choices?</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>Allow pupils to engage in all classroom and community activities - giving them chance to follow familiar routines.</p> <p>Pupils begin to use augmented communication (sounds, pictures, smells, symbols, gestures, PECS, signs, communication books, etc.) to give them understanding of their environment and to make sense of their experiences.</p> <p>Pupils begin to develop a vocabulary (pictures, signs, gestures, etc.) to help them to express their feelings and to recognise emotions in others.</p> <p>To engage in activities that develop knowledge of differences and similarities between self and others.</p>	<p>Jigsaw Piece plans and picture cards/photos.</p> <p>Jigsaw Songs - particularly 'Choices' for this Puzzle.</p> <p>Puppets - Jigsaw Friends/Puppet Co. puppets.</p> <p>Relaxation and/or sensory activities related to personal well-being and keeping calm.</p> <p>Daily schedules - personal and class - PECS, visual.</p> <p>Follow class rules.</p> <p>Imitation activities, e.g. mirror sad faces, happy faces.</p> <p>Using music, mood lighting and movement to interpret feelings.</p> <p>Emotion face cards.</p> <p>Photos/display of children in their own class.</p> <p>Photos/display of people in the school community.</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>Pupils begin to predict familiar routine activities during the day and use them to support their feelings of security and to help them avoid anxieties.</p> <p>Pupils begin to respond positively and cooperatively when working or playing with peers.</p> <p>Pupils start to make contributions to discussions about their environment using a preferred form of communication.</p> <p>Pupils identify likes and dislikes relating to activities, relationships, and personal need (e.g. food, clothing). They begin to relate emotions to likes and dislikes.</p>	<p>Discuss and agree classroom rules as part of a group.</p> <p>'Talking objects' - only allowed to talk when you are holding the 'talking' object.</p> <p>Listening and observation games related to feelings and emotions.</p> <p>Simple table top games taking turns and following basic rules (adult-supported).</p>



Puzzle 1: Being Me in My World - 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>Pupils take on classroom responsibilities, with some adult support, in order to contribute to the class community.</p> <p>Class rules are followed with minimal adult support.</p> <p>Pupils can begin to indicate a safe or not safe activity or action and show an awareness of the consequences of actions.</p> <p>Pupils are given the opportunity to identify 'fair and unfair' in real situations.</p> <p>Pupils begin to identify when they need to ask for help to solve problems .</p>	<p>Turn-taking activities.</p> <p>Classroom monitors.</p> <p>Create realistic scenarios - drama situations related to feelings and emotions.</p> <p>Puppet theatres.</p> <p>Problem-solving ICT programmes - choice of two actions (Just Say No).</p> <p>Using the community as a resource - Streetwise.</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>Pupils are given opportunities to develop negotiation skills in order to create a safe and happy community and to solve problems by cooperating with others.</p> <p>Pupils are encouraged to realise when their actions have a detrimental effect on others or when their actions are celebrated by others.</p> <p>Pupils are given opportunities to learn strategies to enable them to cope with stressful situations.</p> <p>Pupils are encouraged to welcome visitors appropriately into the classroom and to make them feel at home.</p> <p>Pupils start to recognise and communicate about something that they are good at.</p>	<p>Sharing equipment.</p> <p>Negotiating for use of equipment or toys.</p> <p>Offering food or drink to a visitor.</p> <p>Role-play to model calming-down strategies.</p> <p>Peer mentoring – reflection on the day discussions.</p> <p>Stories</p> <p>Pupil contributions to reviews.</p>



Puzzle 1: Being Me in My World - 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 rules in games and show awareness of how to join in with 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>Feeling good about myself Pupils recognise something they are good at. Pupils are willing to try something new. Being assertive/proud. Pupils are given opportunities to identify right and wrong actions in given situations.</p> <p>Worried/anxious feelings Pupils respect others' feelings and initiate some supportive action when others are upset or anxious.</p> <p>Relaxation Pupils take some responsibility for using personalised relaxation techniques.</p> <p>Healthy living Pupils can sequence pictures to illustrate changes from young to old. Pupils can give a reason for a healthy choice.</p>	<p>PowerPoint or simple presentation, my class books. ICT-based packages for problem-solving and safety issues. Out and about in the community. Role-play, drama to create opportunities to rehearse how to make others feel better, calming strategies. Social stories. Pupil participation in designing awards. 'Scores on the Doors' - how well did I do?</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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Being Me in My World
Well done!



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



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:



Being Me in My World
Well done!



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



.....

I am especially pleased that you:

.....

I am proud that I can:

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Signed: Date: