

JIGSAW WHOLE SCHOOL OVERVIEW

Autumn Term 1	Being Me in My World
Autumn Term 2	Celebrating Difference (including anti-bullying)
Spring Term 1	Dreams and Goals
Spring Term 2	Healthy Me
Summer Term 1	Relationships
Summer Term 2	Changing Me

Outlines for Autumn 1 – Being Me in My World



Foundation Stage – Being Me in My World

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

Pieces	Development Levels	Weekly Celebration	SMSC
4. Gentle Hands	Managing feelings and behaviour D4 - To respond to the feelings and wishes of others D4 - To be aware that some actions can hurt or harm others D4 - To be able to inhibit their own actions/behaviours D6 - To understand that own actions affect other people ELG - Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules	Care about other people's feelings	Social Moral Cultural
5. Our Rights (Nursery/Pre-school Charter)	Managing feelings and behaviour D4 - To be able to inhibit their own actions/behaviours D4 - To be able to understand and co-operate with some boundaries and routines D6 - To understand that own actions affect other people D6 - Be aware of the boundaries set, and of behavioural expectations in the setting ELG - Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules	Work well with others	Social Moral Spiritual Cultural
6. Our Responsibilities (Nursery/Pre-school Charter)	Managing feelings and behaviour D4 - To be able to inhibit their own actions/behaviours D4 - To be able to understand and co-operate with some boundaries and routines D6 - To understand that own actions affect other people D6 - Be aware of the boundaries set, and of behavioural expectations in the setting ELG - Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules	Choose to follow the Learning Charter	Social Moral Spiritual Cultural

Being Me in My World

Puzzle Map - Year 1



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

Being Me in My World

Puzzle Map - Year 2



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

Being Me in My World

Puzzle Map - Year 3

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

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. Owing 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.

Being Me in My World

Puzzle Map - Year 5



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

Being Me in My World

Puzzle Map - Year 6

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