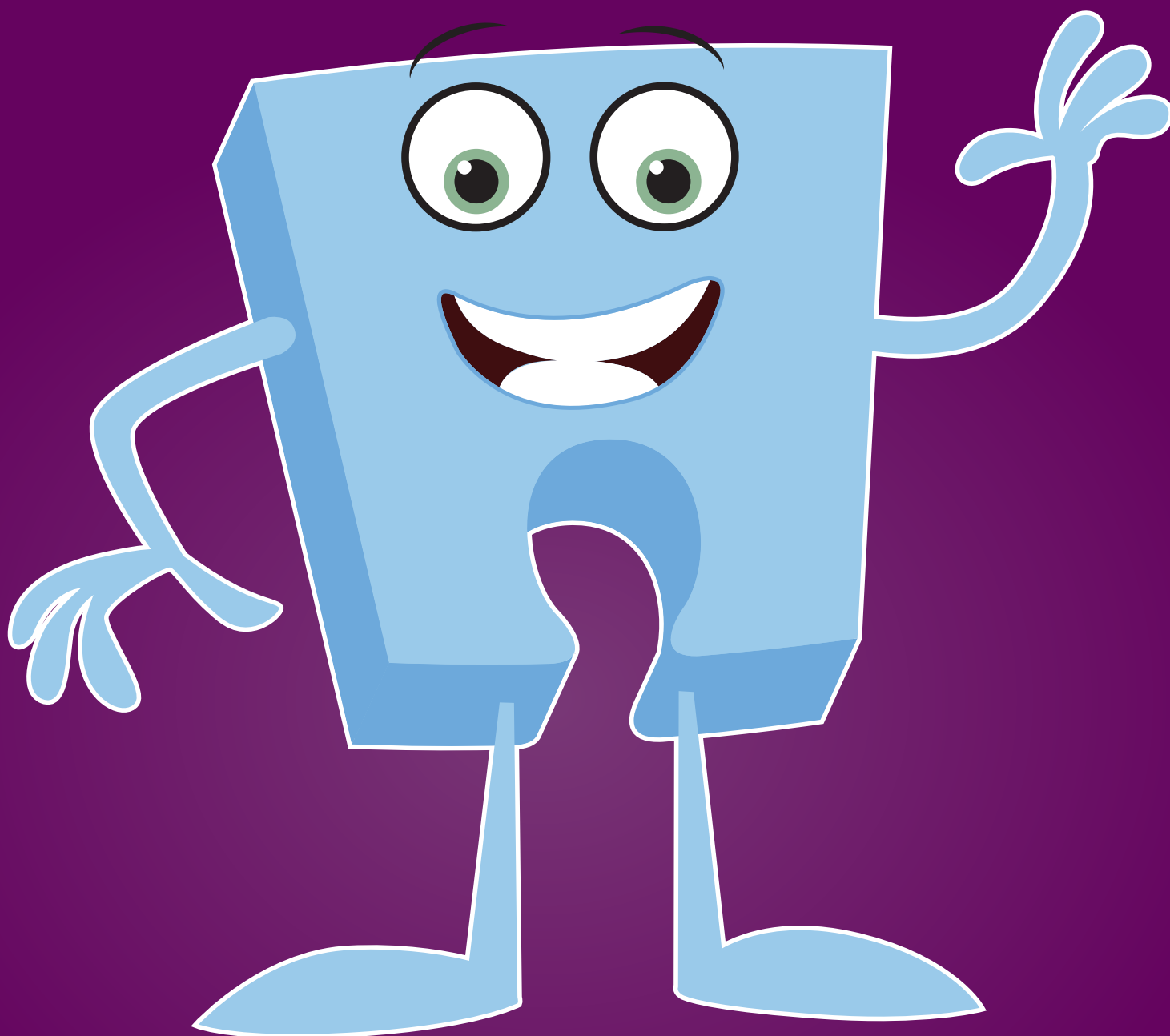


Jigsaw!

The mindful approach to PSHE



Relationships - F2 (Reception)

www.jigsawpshe.com

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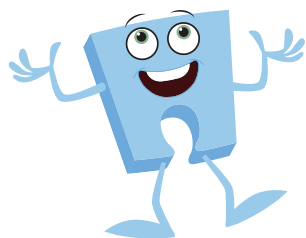
Relationships

Puzzle Map - F2 (Reception) - Ages 4-5

Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create mittens for the Relationship Fiesta (see Piece 6)

Weekly Celebration	Pieces	Learning Intentions	Resources
Know how to make friends	1. My Family and Me!	I can identify some of the jobs I do in my family and how I feel like I belong	Staff photo - preferably on IWB Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Try to solve friendship problems when they occur	2. Make friends, make friends, never ever break friends! Part 1	I know how to make friends to stop myself from feeling lonely	Jigsaw Song sheet: 'RELATIONSHIP' Lonely child photo Body puzzle template Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Help others to feel part of a group	3. Make friends, make friends, never ever break friends! Part 2	I can think of ways to solve problems and stay friends	Jigsaw Song sheet: 'RELATIONSHIP' Book: 'Mabel and Me', by Sarah Warburton Book: 'George and Martha: The Complete Stories of Two Best Friends' by James Marshall (or similar) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Show respect in how they treat others	4. Falling Out and Bullying Part 1	I am starting to understand the impact of unkind words	Jigsaw Song sheet: 'RELATIONSHIP' Sparkly box, bin and bag Assortment of phrases (positive/negative) e.g. you are brilliant, thank you very much, you are stupid, shut up, etc. Squirty cream and plate Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to help themselves and others when they feel upset and hurt	5. Falling Out and Bullying Part 2	I can use Calm Me time to manage my feelings	Wall paper roll Mark-making materials YouTube (or similar) video clips of tantrums Puppets Calming music Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know and show what makes a good relationship	6. Being the best friends we can be	I know how to be a good friend	You've Got A Friend In Me' by Randy Newman (Toy Story song) 'True Friends' song by Miley Cyrus (Hannah Montana) 'That's what friends are for' (Fox and Hounds song) Pictures of friends from TV/movies e.g. Woody and Buzz but separate so that children can match (Teachers to find) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime



Puzzle Assembly/Collective Worship: Relationships

Title: Relationships - Song: Relationships

Resources: PowerPoint slide show showing different relationships . Table, Bowl, wooden spoon, aprons, chef's hats, cooking utensils. Large cake. Jigsaw song for Relationships: R-E-L-A-T-I-O-N-S-H-I-P backing track or played on the piano or played with children singing from MP3 file. Use the slide for the lyrics.

Stimulus (focus for reflection): As the children enter, display the PowerPoint slide show of different relationships.

Calm me: Begin this Calm Me time by sounding the Jigsaw Chime and inviting everyone to listen until the sound fades away. Invite everyone to take some long slow breaths in and out. Can they feel their tummies and chests rising and falling as they breathe? In this calm space ask everyone to picture in their heads someone they love. It may be a family member or a friend. Can they think why they love them? After a few moments of thinking time, sound the Jigsaw Chime again and as the sound fades ask everyone to bring their awareness back to the room.

Help me think about: Ask the children to guess what they think this assembly is about and take some feedback. Summarise the children's ideas by explaining that this term's Jigsaw work will be about relationships.

Puzzle Assembly Plan: Bring out the large cake and invite the children to say what ingredients are needed to make a cake. How do we know what to put in? Draw out that we often follow a recipe and that tells us what to include and the steps needed.

Ask the children what might happen if we left out some of the ingredients or didn't follow the recipe, and take some feedback.

Explain that relationships are a little bit like a cake, we need to put in lots of different ingredients to make them they best they can be.

Write a recipe for being a good friend. Ask for some volunteers to be the chefs. Put on aprons and chef's hats. Invite the rest of the children to suggest different characteristics or attributes that make a good friend. As the children say their ideas the chefs can pretend to add/ pour/ stir in the ingredients into the bowl.

Thank the chefs for their involvement.

Summarise by saying these are excellent suggestions for a friendship cake and can the children imagine what the friendship cake might look like? What colour would it be? What decorations might it have? Share some of their ideas.

Help me reflect: A moment of peace to think about how we can all be good friends to other people and how we can show kindness in our families. Invite the children to think of one thing they will try and change to be even better at relationships than they are now.

(Settings with a particular religious character/ faith/ denomination may wish to use an appropriate prayer or act of worship at this point).

Closing the assembly

Play the Jigsaw song for Relationships: R-E-L-A-T-I-O-N-S-H-I-P as the children leave the assembly space. Alternatively, the children can sing the song. Jigsaw Jello (Year 7 Jigsaw Friend) is not mentioned in the song. Perhaps the children could make up a verse just for Jello).



Relationships Assembly (PowerPoint Slides)

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

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

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

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

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

CHORUS



Relationships Assembly (PowerPoint Slides)





Relationships Assembly (PowerPoint Slides)



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

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**T is for trust,
And I is for issues.
O is for open,
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And H is for helping.
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And P is for personal.**

CHORUS

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

(Relationships)

First system of musical notation (measures 1-4). The system consists of a vocal line (treble clef) and a piano accompaniment (grand staff). The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The vocal line contains whole rests for all four measures. The piano accompaniment features a steady eighth-note bass line in the left hand and chords in the right hand.

Second system of musical notation (measures 5-8). The system consists of a vocal line (treble clef) and a piano accompaniment (grand staff). The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The vocal line contains whole rests for all four measures. The piano accompaniment continues with the same eighth-note bass line and chords in the right hand.

Third system of musical notation (measures 9-12). The system consists of a vocal line (treble clef) and a piano accompaniment (grand staff). The key signature is three sharps (F#, C#, G#) and the time signature is 4/4. The vocal line contains the lyrics: "R is for real, and E is for eff - ort. L is for love, and". The piano accompaniment continues with the same eighth-note bass line and chords in the right hand.

12



A is for a-pol - og - y. Jen-ie and Jack, Jo and Ji - no.

This system contains measures 12, 13, and 14. The melody features triplet eighth notes in measures 12 and 14, and a quarter note followed by an eighth rest in measure 13. The piano accompaniment consists of eighth-note chords in the left hand and eighth-note single notes in the right hand.

15



Jaz and Jez, they love Jem so. Sis-ters and bro - thers, and

This system contains measures 15, 16, and 17. The melody continues with eighth notes and quarter notes. The piano accompaniment remains consistent with the previous system.

18



fath - ers and mo - thers. Car - ers take part, they are

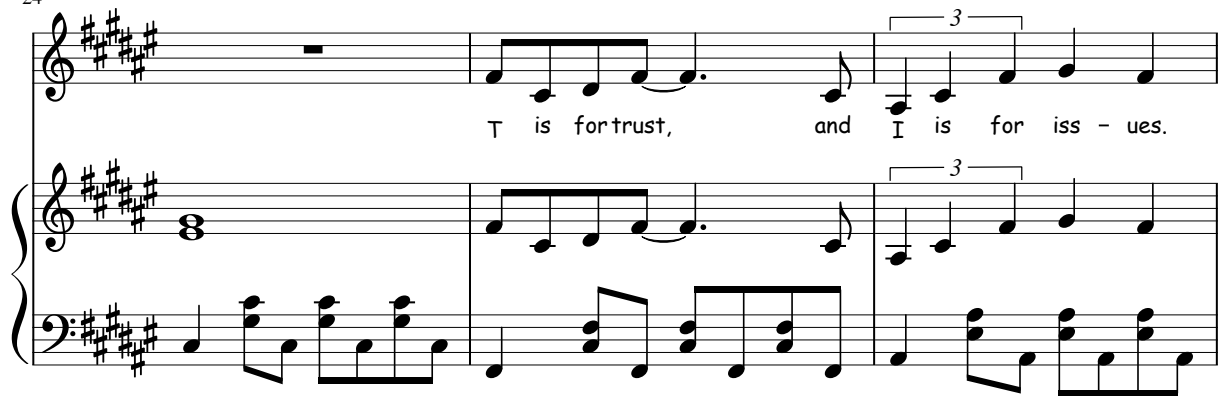
This system contains measures 18, 19, and 20. The melody includes quarter notes and eighth notes with rests. The piano accompaniment continues with eighth-note chords and single notes.

20



close to our heart.

24



T is for trust, and I is for issues.

27



O is for open, and N is for natural. Jen-ie and Jack,

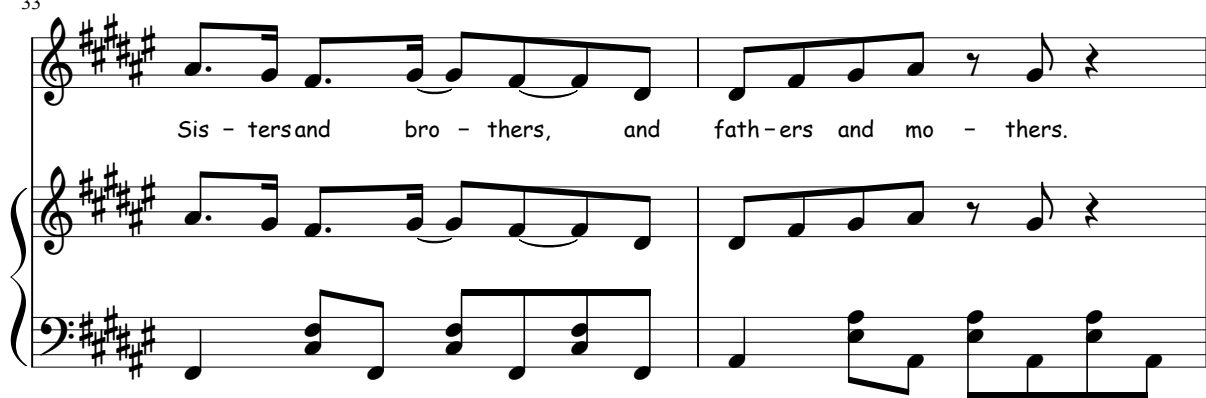
30



Jo and Ji - no. Jaz and Jez, they love Jem so.

This system contains measures 30, 31, and 32. It features a vocal line with a triplet of eighth notes in measure 30 and a piano accompaniment with a steady eighth-note bass line and chords in the right hand.

33



Sis - ters and bro - thers, and fath - ers and mo - thers.

This system contains measures 33 and 34. The vocal line continues with eighth notes, and the piano accompaniment maintains the same rhythmic pattern.

35



Car - ers take part, they are close to our heart.

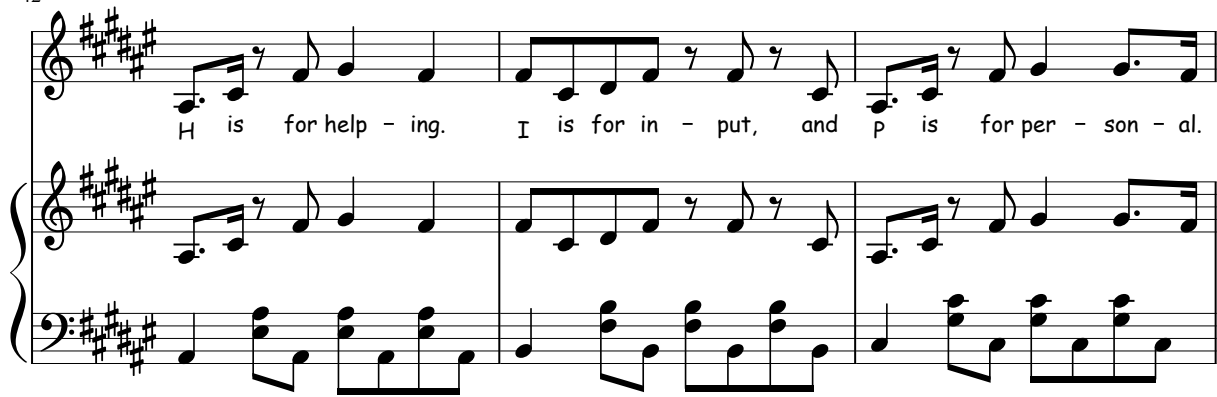
This system contains measures 35 and 36. The vocal line concludes with a half note in measure 35 and a whole note in measure 36. The piano accompaniment also concludes with a half note in measure 35 and a whole note in measure 36.

38



5 is for sec - rets, and

42



H is for help - ing. I is for in - put, and p is for per - son - al.

45



Jen-ie and Jack, Jo and Ji - no. Jaz and Jez, they

48



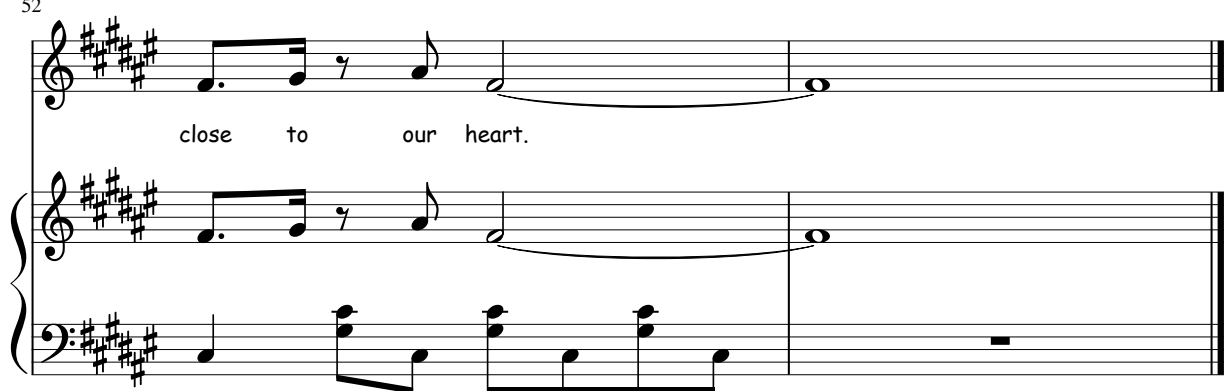
love Jem so. Sis - ters and bro - thers, and

50



fath - ers and mo - thers. Car - ers take part, they are

52



close to our heart.

Puzzle 5

Weekly Celebration 1

This week we are celebrating people who:
Know how to make friends



Puzzle 5

Weekly Celebration 2

This week we are celebrating people who:
**Try to solve friendship problems
when they occur**



Puzzle 5

Weekly Celebration 3

This week we are celebrating people who:
Help others to feel part of a group



Puzzle 5

Weekly Celebration 4

This week we are celebrating people who:
Show respect in how they treat others



Puzzle 5

Weekly Celebration 5

This week we are celebrating people who:
**Know how to help themselves and others
when they feel upset or hurt**

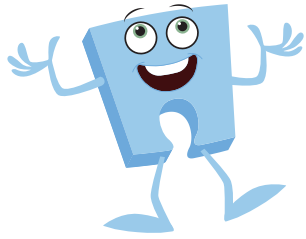


Puzzle 5

Weekly Celebration 6

This week we are celebrating people who:
Know and show what makes a good relationship





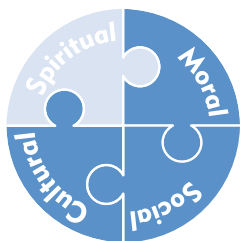
Puzzle 5: Relationships - Foundation 2 - Ages 4-5

Piece 1 - My Family and Me!

Learning Intention/s: I can identify some of the jobs I do in my family.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Jigsaw Jenie asks the children what a family is, as s/he thinks he doesn't have one. (whole class) Hot-seating activity. Have photo on whiteboard, encourage children to ask questions about who is in the photo, what are they like and what is happening.
	Help Me Learn	Recap rules. Keyworker shows picture of their own family. Talk about names, what they are like, what jobs/activities they do. Children to take it in turns to show their photo or simply talk about who is in their family. Questions: Who they are/what they do/what are they like?
	Let's Think	Just like the adults in our families have jobs (working/making lunch boxes/giving baths) to look after the family, we have jobs too. What do we think your job in our family is/should be? THINK activity - What would happen if no one did their jobs? If possible, you could round up some of the other Jigsaw Friends from other year groups to show the children Jigsaw Jenie's family.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Role-play - set up as a house. Photos of all different types of families (backgrounds/cultures/single parents/same sex, etc.). (Teachers to find more.) Outfits and props appropriate to today's families e.g. (old) mobile phones, take-away menus, pretend food (from other cultures - good idea to reflect the background of children within your setting) household appliances, etc.		Bubble-ups during 'Interest Me' and 'Let's Think' and adult directed activities Links - Understanding the World/Expressive art and design/Physical Development Assessment - Physical Development and Expressive art and design	Parents/carers to provide a photo of child and their family prior to the lesson. (Be warned these won't be returned in the same condition that they arrived in!)
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Children to select a template to design their own frame. Draw round and cut out (preferably independently) then stick family photo in middle and decorate with whatever they desire. Adult to support discussion of their families and record some of the comments on bubble-ups	Staff photo - preferably on IWB Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Display photos of families of children AND staff and also take a photo of the school family to go in the centre of the display	Prams, babies, water tray to bathe the babies. Garden area - provide tools to dig. Generate conversation of things that they may do at home



Puzzle 5: Celebrating Difference - Foundation 2 - Ages 4-5

Piece 1 - My Family and Me!

ELG: Personal, social and emotional development					
06 Self confidence and self-awareness		07 Managing feelings and behaviour		08 Making relationships	
D4(a)		D4(a)		D5(a)	
D4(b)	✓	D4(b)	✓	D5(b)	
D5(a)		D4(c)		D5(c)	
D5(b)		D4(d)		D5(d)	
D5(c)		D4(e)		D6(a)	
D5(d)		D4(f)		D6(b)	
D5(e)	✓	D4(g)		D6(c)	
D5(f)		D4(h)			
D6(a)	✓				
D6(b)					

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)	✓	D4(a)	
D4(b)	✓	D4(b)	
D4(c)		D5(a)	
D4(d)		D5(b)	
D5(a)	✓	D5(c)	
D5(b)	✓	D5(d)	
D5(c)	✓	D5(e)	
D5(d)	✓	D6(a)	
D5(e)			
D6(a)	✓		

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	✓
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1	1	
	2	
3	3	3
	4	

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
	1	1



Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 1

Relationships

By now you will know what works for your children in terms of helping them get the most out of Calm Me times.
By all means enhance the simple scripts below to include some of the aspects that have worked well for them so far.
Let's get ready for Calm Me time.

Script

Sit up in your chair with a lovely straight back. Feel proud.

Can your feet touch the floor?

So put your hands on your tummies, close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now put one finger on your nose and take a big deep breath in through your nose and gently blow out your breath through your mouth.

Is your breath warm or cold?

(Repeat)

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

Help your imagination build a picture in your mind of one of your favourite people.

Who is it and what do they look like?

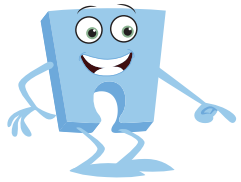
How do you feel with that favourite person?

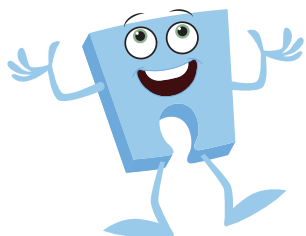
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then very gently have a big stretch.

How do they feel?

This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.






Puzzle 5: Relationships - Foundation 2 - Ages 4-5

Piece 2 - Make Friends, Make Friends, Never Ever Break Friends! Part 1

Learning Intention/s: I know how to make friends to stop myself from feeling lonely.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.		
	Interest Me	Sing the Jigsaw Song: 'RELATIONSHIP'. Show the lonely child photo, ask the children how they think she is feeling and why. Explain that she is lonely. What does 'lonely' mean? Jigsaw Jenie can share when s/he has felt lonely. Can the children offer solutions?		
	Help Me Learn	Build a friend game. In small mixed ability groups (5/6), children build a friend using blown-up version of template. Using the phonics they know, write down on each body part things that they look for in a friend, e.g. kind hands, funny, smiley face, etc. Work as a team to cut out parts and reassemble and glue on to sugar paper. Use for display.  Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and think about your friends. Questions: Think of your friends: what is it you like best about them? What do they like about you?		
	Let's Think	What can you do if you see someone feeling lonely and what could you do if you are the one who is feeling lonely? 2-minute talk partner activity. Encourage these friendships by giving out class rewards (stickers, certificate, points on chart) if you see children being a 'good' friend.		
Child-initiated		Assessment opportunities/ Cross-curricular links		Home-learning/family links
Any games that encourages team work, e.g. board games, indoor skittles, problem-solving challenges		Bubble-ups during 'Interest Me' and 'Let's Think' and adult directed activities Links - Maths/Physical Development/Communication & Language/Literacy Assessment - PSED		Share the focus of the week (making friends) and encourage parents/carers to take note and record in home/link books (homework diaries) when they are next in the park/party how they interact with new children
Adult-led/directed activities	Resources		Display ideas	Outside Learning
Opportunity to focus on their friendships during child initiated time by completing learning stories/observations as evidence for their folders	Jigsaw Song sheet: 'RELATIONSHIP' Lonely child photo Body puzzle template Book: 'Frank and Teddy Make Friends', by Louise Yates Book: 'George and Martha', by James Marshall Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime		Display large sugar paper models - what makes a good friend?	Any equipment that encourages friendships and team work, e.g. den building, throw and catch, What's the time, Mr Wolf?



Puzzle 5: Relationships - Foundation 2 - Ages 4-5

Piece 2 - Make Friends, Make Friends, Never Ever Break Friends! Part 1

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)		D5(a)	✓	D4(a)	✓
D4(b)	✓	D4(b)	✓	D5(b)		D4(b)	✓
D5(a)		D4(c)	✓	D5(c)		D4(c)	✓
D5(b)		D4(d)	✓	D5(d)	✓	D4(d)	✓
D5(c)		D4(e)	✓	D6(a)	✓	D5(a)	✓
D5(d)	✓	D4(f)		D6(b)		D5(b)	✓
D5(e)	✓	D4(g)		D6(c)		D5(c)	✓
D5(f)		D4(h)				D5(d)	✓
D6(a)	✓					D6(a)	✓
D6(b)	✓					D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)	✓	D4(a)	
D4(b)		D4(b)	
D4(c)	✓	D5(a)	
D4(d)		D5(b)	
D5(a)	✓	D5(c)	
D5(b)	✓	D5(d)	
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
	1	1
	2	2
3	3	3
	4	4

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1	1	1

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1		



Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 2

Relationships

By now you will know what works for your children in terms of helping them get the most out of Calm Me times.
By all means enhance the simple scripts below to include some of the aspects that have worked well for them so far.
Let's get ready for Calm Me time.

Script

Jigsaw Jenie would like to know if you like doing Calm Me times?
Do Calm Me times help you feel nice, peaceful, difficult...?

Shall we have a Calm Me time together and see if we can enjoy feeling peaceful together?

Sit up in your chair with a lovely straight back. Feel proud.

Can your feet touch the floor?

So put your hands on your tummies, close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now put one finger on your nose and take a big deep breath in through your nose and gently blow out your breath through your mouth.

Is your breath warm or cold?

(Repeat)

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

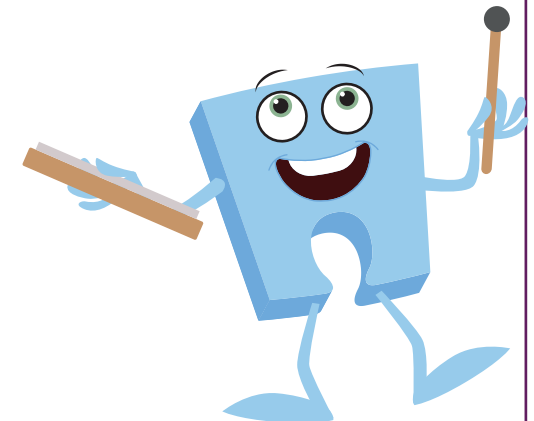
I feel safe and happy.

I feel strong and peaceful.

Help your imagination build a picture in your mind of one of your favourite people.

Who is it and what do they look like?

How do you feel with that favourite person?





Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 2 cont.

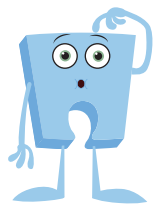
Relationships

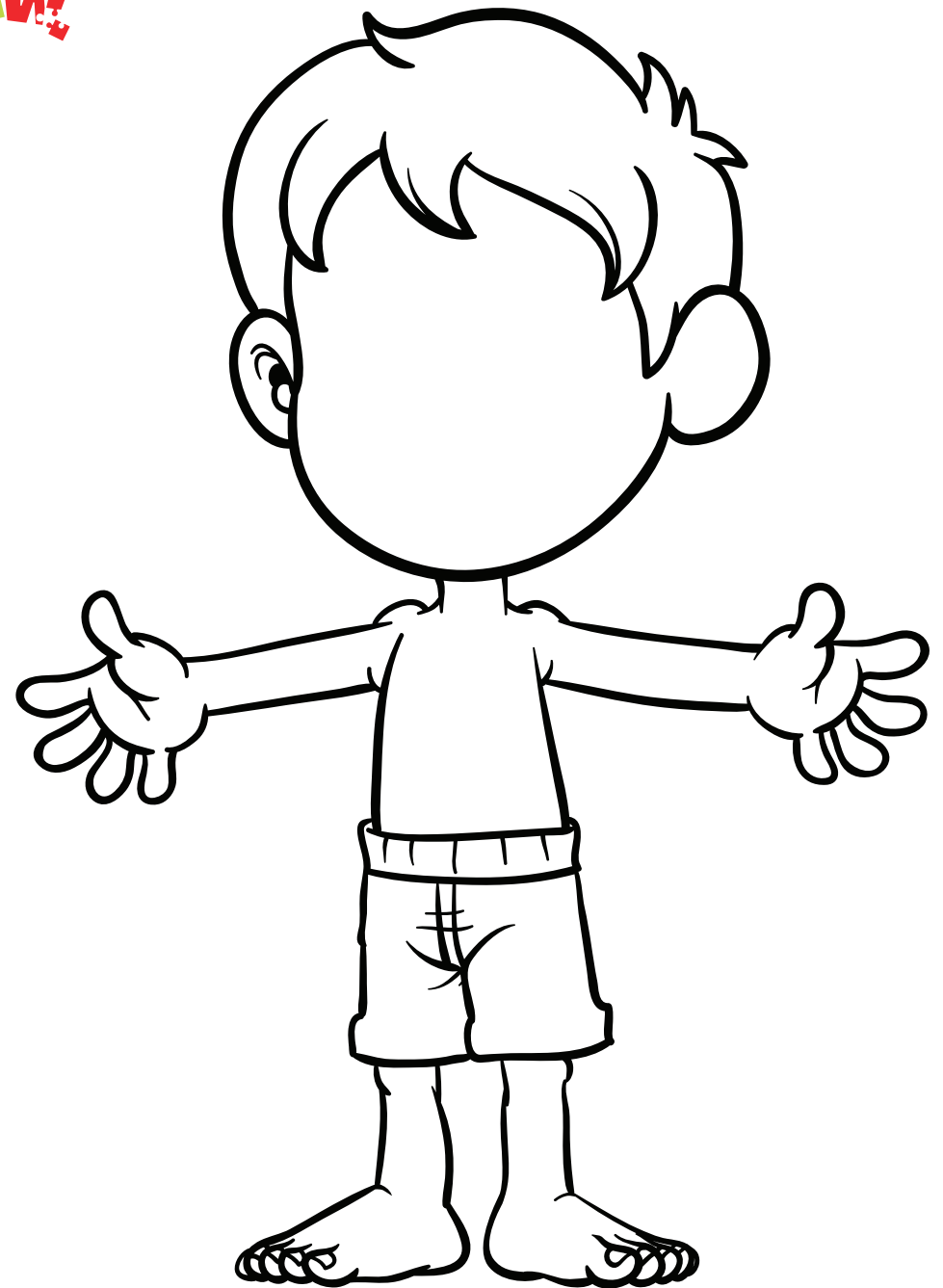
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

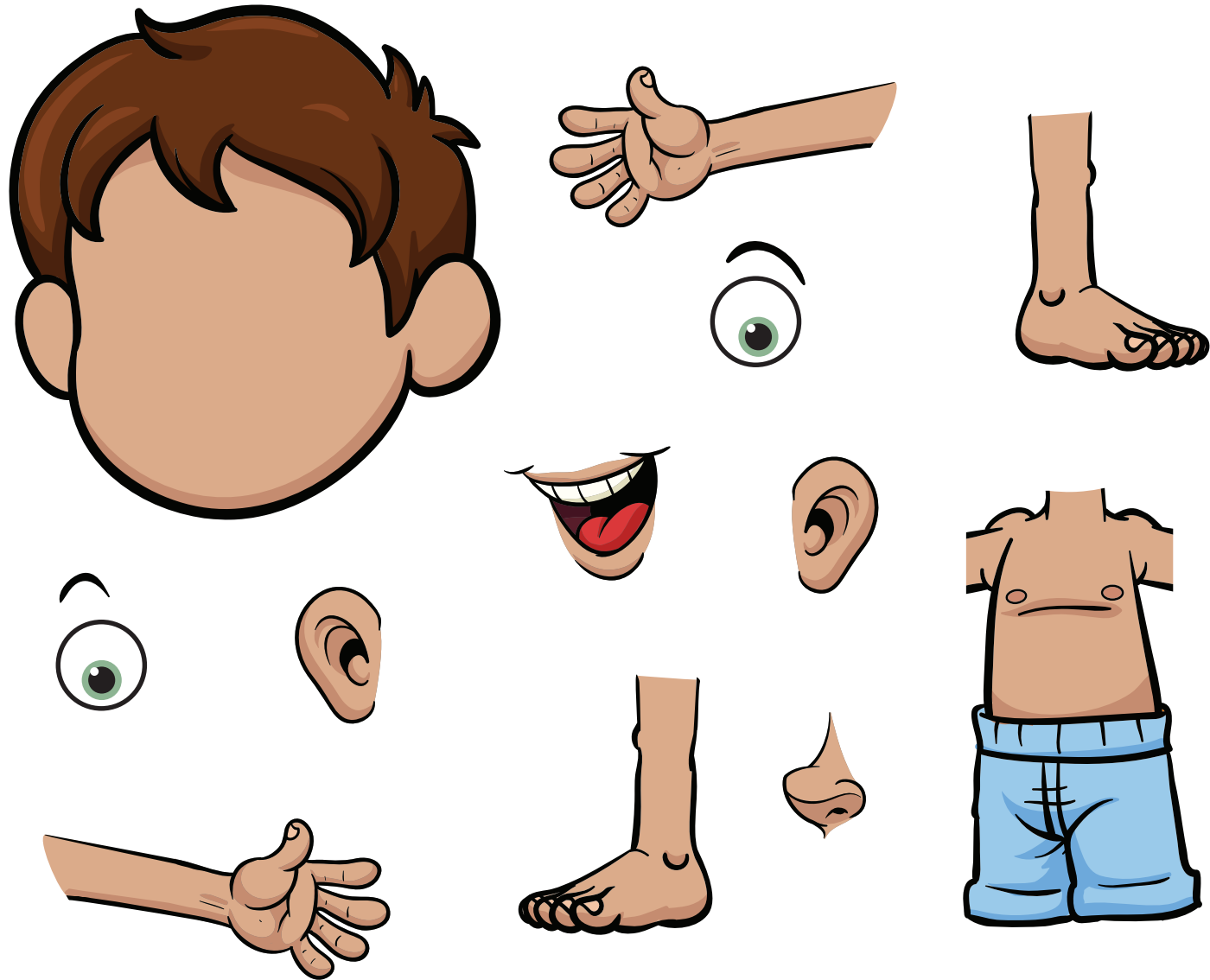
Take one more deep breath and then wiggle your fingers and wiggle your toes, open your eyes and look around the room at your friends, teachers and helpers.

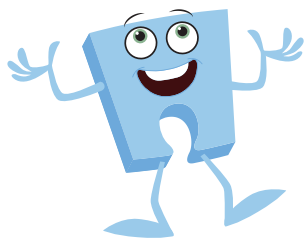
How do they feel?

This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.









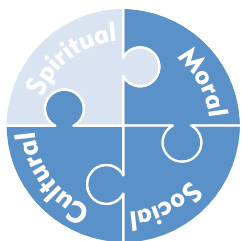
Puzzle 5: Relationships - Foundation 2 - Ages 4-5

Piece 3 - Make Friends, Make Friends, Never Ever Break Friends! Part 2

Learning Intention/s: I can think of ways to solve problems and stay friends.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Sing the Jigsaw Song: 'RELATIONSHIP'. Have a painting/picture (done by a member of staff) that has been scribbled on/ripped by another member of staff. The adult is to explain how angry and upset they are feeling and they don't want to be friends with that adult anymore.
	Help Me Learn	Read 'George and Martha: The Complete Stories of Two Best Friends'. Stop at strategic points of the book, e.g. when the friend's interactions are not always perfect. Questions: Have you ever argued/fallen out with a friend? What happened? Why? How did you feel? How did you make friends again?
	Let's Think	Recap the adults' argument. Can the children suggest ways to make things better? Write down suggestions on coloured strips of card for display. Act out resolution. Shake hands saying "Make friends, make friends, never ever break friends!!" Encourage them to do the same next time they have a falling-out.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Sand/glitter/flour or similar in large trays for children to draw faces in or mark, make or write what they like about their friends		Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities	Put child's name in centre of page. Family and friends write down all the things that they like most about that person. For display/learning pathways
Adult-led/directed activities	Resources	Display ideas	Outside Learning
An assortment of board games, Connect 4, Snakes and Ladders, Ludo, Twister. Adult to support children and encourage co-operative play and talk	Jigsaw Song sheet: 'RELATIONSHIP' Book: 'George and Martha: The Complete Stories of Two Best Friends' by James Marshall (or similar) Book: 'Mabel and Me, Best of Friends', by Mark Sperring and Sarah Warburton Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Social story - photos of the incident of staff falling out. Children's suggestions up about how to resolve the problem. Refer to this regularly when children have arguments	Team work games (continued from last week)



Puzzle 5: Relationships - Foundation 2 - Ages 4-5

Piece 3 - Make Friends, Make Friends, Never Ever Break Friends! Part 2

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)		D5(a)		D4(a)	✓
D4(b)	✓	D4(b)	✓	D5(b)	✓	D4(b)	✓
D5(a)		D4(c)	✓	D5(c)		D4(c)	
D5(b)	✓	D4(d)		D5(d)		D4(d)	✓
D5(c)	✓	D4(e)		D6(a)	✓	D5(a)	
D5(d)		D4(f)	✓	D6(b)	✓	D5(b)	
D5(e)	✓	D4(g)		D6(c)		D5(c)	
D5(f)	✓	D4(h)				D5(d)	✓
D6(a)	✓					D6(a)	✓
D6(b)	✓					D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)	✓	D5(a)	
D4(d)		D5(b)	
D5(a)		D5(c)	
D5(b)		D5(d)	
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)	✓	D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1	1	
	2	
3	3	3
4	4	4

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1	1	1
2	2	

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1	4	1
2		2



Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 3

Relationships

By now you will know what works for your children in terms of helping them get the most out of Calm Me times.
By all means enhance the simple scripts below to include some of the aspects that have worked well for them so far.
Let's get ready for Calm Me time.

Script

Jigsaw Jenie would like to know if you think we could make our Calm Me times better still.

Do you have any suggestions?

Do Calm Me times help you feel nice, peaceful, difficult...?

What can we do to make ourselves feel even calmer during Calm Me times?

Shall we have a Calm Me time together and see if we can enjoy feeling peaceful together?

Sit up in your chair with a lovely straight back. Feel proud.

Let your body relax.

Can you clench your fists and then relax them?

Can you make your whole body stiff ...and then relax it?

Are we ready for Calm Me time?



Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 3 cont.

Relationships

So put your hands on your tummies, close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Breathe in slowly... and out slowly... feel the air going in and out of your body.

I am relaxed.

I am calm.

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

I feel kindness for all the special people I know.

Help your imagination build a picture in your mind of one of your special people.

Who is it and what do they look like?

How do you feel with that favourite person?

Are you kind to them?

Breathe in a great big gentle breath and breathe out a gentle rainbow breath.

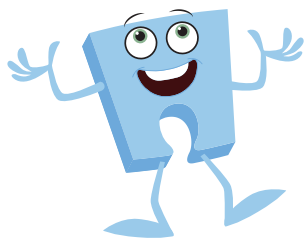
I am kind.

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then wiggle your fingers and wiggle your toes, open your eyes and look around the room at your friends, teachers and helpers.

How do they feel?


This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.



Puzzle 5: Relationships - Foundation 2 - Ages 4-5

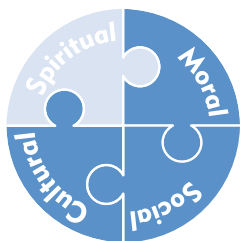
Piece 4 - Falling Out and Bullying Part 1

Learning Intention/s: I am starting to understand the impact of unkind words.

Foundation 2 Main session (length 15 mins max)	Calm Me	Sing the Jigsaw Song: 'RELATIONSHIP'. Have the bin and sparkly box out in the middle of the room. Ask the children what they would use each container for and why.
	Interest Me	Sing the Jigsaw Song: 'RELATIONSHIP'. Role play with two teddies. 1 teddy saying/doing unkind things to the other. Every time they say something, squirt a bit of cream/shaving foam on to a tray.
	Help Me Learn	<p>Go through the bag, read the phrases. Which ones should go where (sparkly bag or bin) and why?</p> <p> Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and feel sparkly.</p> <p>Questions: Have you ever heard these statements? What happened? Why? How did you feel?</p>
	Let's Think	Ask TA/other adult to come in the room and get the children to say/read some of the negative statements - how do they feel when they hear these things? Now read the positive statements - how do they feel now? Squirt the cream on to the plate. Explain that bad words/unkind words are like the cream/foam: once they are out they can never go back in. So think before you speak...

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Leave the foam/cream out for children to explore		Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities Links - Physical Development/Literacy/Communication & Language	Ask for parents' input about how child deals with conflicts/arguments with siblings/friends outside of school

Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult to be near the interactive display to record on bubble-ups children's thinking/ comments	Jigsaw Song sheet: 'RELATIONSHIP' Sparkly box, bin and bag Assortment of phrases (positive/negative) e.g. you are brilliant, thank you very much, you are stupid, shut up, etc. Squirty cream and plate Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Large version of the bin/sparkly box on display with the phrases available or children to sort independently (with support)	Cones with sad faces on one side and happy on the other. Children to cycle/hop, etc. and say something nice to the sad face and turn the cone back to the happy



Puzzle 5: Relationships - Foundation 2 - Ages 4-5

Piece 4 - Falling Out and Bullying Part 1

ELG: Personal, social and emotional development					
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships
D4(a)		D4(a)		D5(a)	✓
D4(b)	✓	D4(b)	✓	D5(b)	
D5(a)		D4(c)		D5(c)	
D5(b)		D4(d)	✓	D5(d)	
D5(c)		D4(e)	✓	D6(a)	✓
D5(d)	✓	D4(f)	✓	D6(b)	✓
D5(e)	✓	D4(g)		D6(c)	
D5(f)	✓	D4(h)			
D6(a)	✓				
D6(b)					

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)		D5(a)	
D4(d)		D5(b)	
D5(a)	✓	D5(c)	
D5(b)		D5(d)	
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)	✓	D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1		

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		2

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1	1	1



Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 4

Relationships

Script

What are the best bits of our Calm Me times?

Shall we have a Calm Me time together and see if we can enjoy feeling peaceful together?

Sit up in your chair with a lovely straight back. Feel proud and happy.

Let your body relax.

Can you clench your fists and then relax them?

Can you make your whole body stiff ...and then relax it?

Really relax your body.

Are we ready for Calm Me time?

So put your hands on your tummies, close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Breathe in slowly... and out slowly... feel the air going in and out of your body

I am relaxed.

I am calm.

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.



Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 4 cont.

Relationships

I feel kindness for all the special people I know.

I imagine rainbow-coloured hearts floating from my heart and landing gently on the special people in my life to help them feel calm and happy.

Help your imagination build a picture in your mind of one of your special people.

Who is it and what do they look like?

How do you feel with that special person?

Can you imagine some of your rainbow hearts floating to them and helping them feel happy and calm?

Breathe in a great big gentle breath and breathe out a gentle rainbow breath.

Pretend some rainbow hearts land on you and help you feel calm and happy.

We all try to treat each other with kindness.

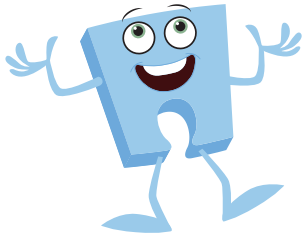
Take a big gentle breath in through your nose... and then let the air out through your mouth... slowly, gently...

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then wiggle your fingers and wiggle your toes, open your eyes and look around the room at your friends, teachers and helpers.

How do they feel?

This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.



You are brilliant

Go away

Thank you very much

I don't like you

I like you

You smell

You are stupid

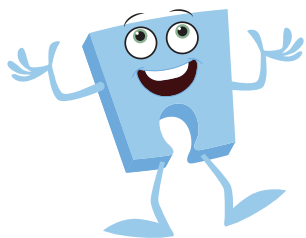
I like what you have made

Shut up

You are clever

You are funny

Would you like to join us?



Puzzle 5: Relationships - Foundation 2 - Ages 4-5

Piece 5 - Falling Out and Bullying Part 2

Learning Intention/s: I can use Calm Me Time to manage my feelings.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Show YouTube clips (or similar) of tantrums/angry children. How are they feeling? How do you know that?
	Help Me Learn	Recap last week's session. Have you ever felt really angry? Discuss in talk partners. Encourage a few examples. If not, adult to give an example of when they felt really angry. What do people do when they are angry? Think of ways that they could calm down. Practise them: clenching and releasing fists, deep breaths, walk away. In small groups, role-play with puppets. Do a Calm Me time and encourage children to do this if they feel angry. Questions: Jigsaw Jenie asks the children: What could you do if you are feeling really angry and want to calm down?
	Let's Think	Show a couple of puppets being angry and then calming down. Play some calming music - children to take deep breaths and imagine a place they feel happy in. How does it make them feel? Can they use their Calm Me time to calm themselves down?

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Large rolls of wall paper and an assortment of mark-making materials. Play music and children to draw/mark make/write how it makes them feel. Puppets to be made available		Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities Links - Expressive art and design/Literacy	Inform parents of focus for the week and ask them to record if children are implementing any of the techniques to help themselves calm down
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult to observe and take photos of child-initiated activities	Wall paper roll Mark-making materials YouTube (or similar) video clips of tantrums Puppets Calming music Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	An assortment of mirrors available to explore Music to evoke emotion	If possible do the child-initiated activity outside



Puzzle 5: Relationships - Foundation 2 - Ages 4-5

Piece 5 - Falling Out and Bullying Part 2

ELG: Personal, social and emotional development					
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships
D4(a)		D4(a)		D5(a)	✓
D4(b)	✓	D4(b)	✓	D5(b)	
D5(a)		D4(c)		D5(c)	
D5(b)		D4(d)	✓	D5(d)	
D5(c)		D4(e)		D6(a)	✓
D5(d)		D4(f)	✓	D6(b)	✓
D5(e)	✓	D4(g)	✓	D6(c)	✓
D5(f)	✓	D4(h)	✓		
D6(a)	✓				
D6(b)					

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)	✓	D5(a)	
D4(d)		D5(b)	
D5(a)	✓	D5(c)	
D5(b)	✓	D5(d)	
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1		
	2	
	3	
	4	

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
	2	

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1		
2		
3		



Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 5

Relationships

There are additional optional Calm Me Scripts after Pieces 5 and 6 to help further develop children's visualisation skills, should you wish to try them.

Script

What are the best bits of our Calm Me times?

Shall we have a Calm Me time together and see if we can enjoy feeling peaceful together?

Sit up in your chair with a lovely straight back. Feel proud and happy.

Let your body relax.

Can you clench your fists and then relax them?

Can you make your whole body stiff ...and then relax it?

Really relax your body.

Are we ready for Calm Me time?

So put your hands on your tummies, close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Breathe in slowly... and out slowly... feel the air going in and out of your body

I am relaxed.

I am calm.

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.



Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 5 cont.

Relationships

I feel kindness for all the special people I know.

I imagine rainbow-coloured hearts floating from my heart and landing gently on the special people in my life to help them feel calm and happy.

Help your imagination build a picture in your mind of one of your special people.

Who is it and what do they look like?

How do you feel with that special person?

Can you imagine some of your rainbow hearts floating to them and helping them feel happy and calm?

Breathe in a great big gentle breath and breathe out a gentle rainbow breath.

Pretend some rainbow hearts land on you and help you feel calm and happy.

We all try to treat each other with kindness.

Take a big gentle breath in through your nose... and then let the air out through your mouth... slowly, gently...

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then wiggle your fingers and wiggle your toes, open your eyes and look around the room at your friends, teachers and helpers.

How do they feel?

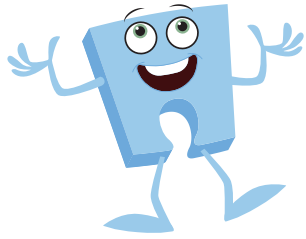
This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.



Calm Me Time in Foundation 2 - Ages 4-5 - Extra

Relationships


Ask the children to sit comfortably in a circle. Sound the Chime and ask the children to send their breath to all of the muscles in their bodies. Close your eyes or focus on a point in front of you. Imagine you are walking through a field. You have a large pot of bubble mixture. As you walk, you take the bubble stick out of the bubble pot. Take a deep breath in and as you breathe out blow a big bubble in the space in front of you. The bubble floats in front of you and as you look closer you can see your reflection. The bubble floats into the sky. Let's try and blow a bigger bubble. Take a deep breath in and slowly breathe out blowing that bubble bigger and bigger and bigger. Watch it float higher and higher into the sky. Let's place our bubble stick back into the pot and put it safely in our pockets. You can use your special bubble pot another time. Now take a deep breath in and listen as I sound the Chime, until the sound disappears. This is the end of Calm Me time.



Puzzle 5: Relationships - Foundation 2 - Ages 4-5

Piece 6 - Being the Best Friend We Can Be

Learning Intention/s: I know how to be a good friend.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Play a song about friendship (see Resources list for ideas, or similar). Jigsaw Jenie asks the children if they know any songs about being friends.
	Help Me Learn	Match the pairs of friends e.g. Woody with Buzz, Timon with Pumba, etc. Do they ALWAYS get on or do they sometimes fall out? What do they do to make sure that they stay good friends? Questions: What does being a friend mean? What things should you do? What things shouldn't you do?
	Let's Think	Walk round classroom and, when the music stops, find a friend and tell them why they like them.  Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and think about your friends.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Pictures up on painting easels/tables of friends as a stimulus for painting ideas and conversation		Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities Links - Understanding the World/Expressive art and design/Communication & Language/Literacy	Talk to their child about who their friends are and WHY they like them
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Each child has a mitten made from paper and draws on it a picture of themselves being a good friend	You've Got A Friend In Me' by Randy Newman (Toy Story song) 'True Friends' song by Miley Cyrus (Hannah Montana) 'That's what friends are for' (Fox and Hounds song) Pictures of friends from TV/movies e.g. Woody and Buzz but separate so that children can match (Teachers to find) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Add the mittens to the Relationships Fiesta (Puzzle Outcome)	Children to take photos of their friends



Puzzle 5: Relationships - Foundation 2 - Ages 4-5

Piece 6 - Being the Best Friend We Can Be

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)		D5(a)	✓	D4(a)	
D4(b)	✓	D4(b)		D5(b)		D4(b)	
D5(a)		D4(c)	✓	D5(c)		D4(c)	✓
D5(b)		D4(d)	✓	D5(d)		D4(d)	✓
D5(c)		D4(e)		D6(a)	✓	D5(a)	
D5(d)		D4(f)		D6(b)		D5(b)	✓
D5(e)	✓	D4(g)		D6(c)	✓	D5(c)	
D5(f)		D4(h)				D5(d)	✓
D6(a)	✓					D6(a)	✓
D6(b)	✓					D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)	✓	D5(a)	
D4(d)		D5(b)	
D5(a)		D5(c)	
D5(b)		D5(d)	
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1	1	
2	2	
3	3	
4	4	4

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		1
		2

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1		
2		
3		



Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 6

Relationships

There are additional optional Calm Me Scripts after Pieces 5 and 6 to help further develop children's visualisation skills, should you wish to try them.

Script

What are the best bits of our Calm Me times?

Shall we have a Calm Me time together and see if we can enjoy feeling peaceful together?

Sit up in your chair with a lovely straight back. Feel proud and happy.

Let your body relax.

Can you clench your fists and then relax them?

Can you make your whole body stiff... and then relax it?

Really relax your body.

Are we ready for Calm Me time?

So put your hands on your tummies, close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Breathe in slowly... and out slowly... feel the air going in and out of your body

I am relaxed.

I am calm.

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

I feel kindness for all the special people I know.

I imagine rainbow-coloured hearts floating from my heart and landing gently on the special people in my life to help them feel calm and happy.



Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 6 cont.

Relationships

Help your imagination build a picture in your mind of one of your special people.

Who is it and what do they look like?

How do you feel with that special person?

Can you imagine some of your rainbow hearts floating to them and helping them feel happy and calm?

Breathe in a great big gentle breath and breathe out a gentle rainbow breath.

Pretend some rainbow hearts land on you and help you feel calm and happy.

We all try to treat each other with kindness.

Take a big gentle breath in through your nose... and then let the air out through your mouth... slowly, gently...

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then wiggle your fingers and wiggle your toes, open your eyes and look around the room at your friends, teachers and helpers.

How do they feel?

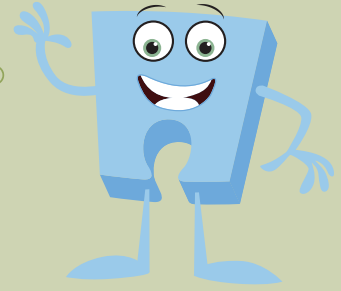
This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.



Calm Me Time in Foundation 2 - Ages 4-5 - Extra

Relationships

Ask the children to sit comfortably in a circle. Sound the Chime and ask the children to send their breath to all of the muscles in their bodies. Close your eyes or focus on a point in front of you. Imagine you are walking through a field. You have a large pot of bubble mixture. As you walk, you take the bubble stick out of the bubble pot. Take a deep breath in and as you breathe out blow a big bubble in the space in front of you. The bubble floats in front of you and as you look closer you can see your reflection. The bubble floats into the sky. Let's try and blow a bigger bubble. Take a deep breath in and slowly breathe out blowing that bubble bigger and bigger and bigger. Watch it float higher and higher into the sky. Let's place our bubble stick back into the pot and put it safely in our pockets. You can use your special bubble pot another time. Now take a deep breath in and listen as I sound the Chime, until the sound disappears. This is the end of Calm Me time.

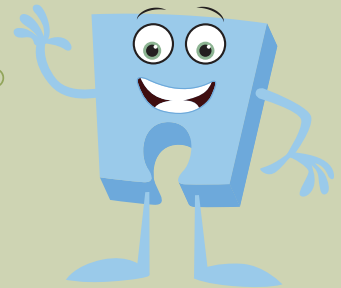


Congratulations

Well done for your work in
The Relationships Puzzle

I am proud that you

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



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