

NURSERY AND RECEPTION



Puzzle 5: Relationships - Summer 1 Development Matters 2012 Early Years Curriculum 2013

Pieces	Development Levels	Weekly Celebration	SMSC	Resources
1. My Family and Me!	<p>Managing relationships D4 - To be able to show affection or concern for people who are special to them D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>Self-confidence and self-awareness D4 - To separate from their main carer with support and encouragement from a familiar adult D5 - To be confident to talk to other children when playing and will communicate freely about home and community</p> <p>ELG - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</p> <p>Managing feelings and behaviour D4 - To be able to express their own feelings</p>	Know how to make friends	Moral Social Cultural	Key worker to bring in a photo of their own family Jigsaw Jenie Family puzzle, either wooden one or printed one that has been laminated and cut up Staff photo - preferably on IWB
2. Make Friends, Make Friends, Never Ever Break Friends! - Part 1	<p>Managing relationships D4 - To be interested in others' play and starting to join in D4 - To seek out others to share experiences D4 - To form a special relationship with another child D5 - To be able to play in a group, extending and elaborating ideas D5 - To be able to initiate play, offering cues to peers to join them D5 - To keep play going by responding to what others are saying or doing D5 - To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Initiates conversations, attends to and takes account of what others say</p> <p>ELG - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>	Try to solve friendship problems when they occur	Spiritual Moral Social	Jigsaw Jenie Jigsaw Song sheet: 'Playground Blues' Lonely child photo Body puzzle template

Pieces	Development Levels	Weekly Celebration	SMSC	Resources
3. Make Friends, Make Friends, Never Ever Break Friends! - Part 2	<p>Managing relationships</p> <p>D4 - To be interested in others' play and starting to join in</p> <p>D4 - To seek out others to share experiences</p> <p>D4 - To form a special relationship with another child</p> <p>D5 - To be able to play in a group, extending and elaborating ideas</p> <p>D5 - To be able to initiate play, offering cues to peers to join them</p> <p>D5 - To keep play going by responding to what others are saying or doing</p> <p>D5 - To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>D6 - Initiates conversations, attends to and takes account of what others say</p> <p>ELG - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness</p> <p>D6 - To describe self in positive terms and talk about abilities</p>	Help others to feel part of a group	Moral Social Cultural	<p>Jigsaw Song sheet: 'Playground Blues'</p> <p>Book - 'Frank and Teddy Make Friends' by Louise Yates (or similar)</p> <p>Food to share (apple/biscuits/toast)</p> <p>Playdoh</p> <p>Book - 'George and Martha: The Complete Stories of Two Best Friends' by James Marshall (or similar)</p>
4. Falling Out and Bullying Part 1	<p>Managing feelings and behaviour</p> <p>D4 - To be aware that some actions can hurt or harm others</p> <p>D4 - To be able to understand and co-operate with some boundaries and routines</p> <p>D6 - To understand that own actions affect other people</p> <p>D6 - Be aware of the boundaries set, and of behavioural expectations in the setting</p> <p>ELG - Children talk about how they and others show feelings, 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. They adjust their behaviour to different situations, and take changes of routine in their stride</p> <p>Self-confidence and self-awareness</p> <p>D5 - To show confidence in asking adults for help</p>	Show respect in how they treat others	Moral Social Cultural	<p>Squirry cream/shaving foam/ plate</p> <p>Tray</p> <p>Teddies</p> <p>Jenga</p> <p>Jigsaw Song sheet: 'The Colours of Friendship'</p> <p>Sparkly box, bin and bag</p> <p>Assortment of phrases (positive/negative) e.g. you are brilliant, thank you very much, you are stupid, shut up, etc.</p>

Pieces	Development Levels	Weekly Celebration	SMSC	Resources
5. Falling Out and Bullying Part 2	<p>Managing feelings and behaviour</p> <p>D4 - To be aware that some actions can hurt or harm others</p> <p>D4 - To be able to understand and co-operate with some boundaries and routines</p> <p>D6 - To understand that own actions affect other people</p> <p>D6 - Be aware of the boundaries set, and of behavioural expectations in the setting</p> <p>ELG - Children talk about how they and others show feelings, 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. They adjust their behaviour to different situations, and take changes of routine in their stride</p> <p>Self-confidence and self-awareness</p> <p>D5 - To show confidence in asking adults for help</p>	Know how to help themselves and others when they feel upset or hurt	Spiritual Moral Social Cultural	<p>Angry photos</p> <p>Mirror</p> <p>Wall paper roll, mark-making materials</p> <p>YouTube (or similar) video clips of tantrums</p> <p>Puppets</p> <p>Calming music</p>
6. Being the Best Friend We Can Be	<p>Managing feelings and behaviour</p> <p>D4 - To be aware that some actions can hurt or harm others</p> <p>D4 - To respond to the feelings and wishes of others</p> <p>D6 - To understand that their own actions affect other people</p> <p>Managing relationships</p> <p>D5 - To be able to initiate play, offering cues to peers to join them</p> <p>ELG - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>	Know and show what makes a good relationship	Spiritual Moral Social Cultural	<p>Assortment of fairytale characters, (books or puppets)</p> <p>Jigsaw Jenie</p> <p>Song - 'You've Got A Friend In Me' by Randy Newman (Toy Story song)</p> <p>'True Friends' song by Miley Cyrus (Hannah Montana)</p> <p>'That's what friends are for' (Fox and Hounds song)</p> <p>Pictures of friends from TV/ movies e.g. Woody and Buzz (separate so that the children can match)</p>

Relationships

Puzzle Map - Year 1



Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'

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
Know how to make friends	1.Families	I can identify the members of my family and understand that there are lots of different types of families	I know how it feels to belong to a family and care about the people who are important to me	Family game cards, Jigsaw Chime, 'Calm Me' script, Book: The family Book by Todd Parr, Book: 'For Every Child - the rights of the child in words and pictures', UNICEF (ISBN 0-8037-2650-3), Jigsaw Journals.
Try to solve friendship problems when they occur	2. Making Friends	I can identify what being a good friend means to me.	I know how to make a new friend	Music and blanket for hedgehogs game, Jigsaw Chime, 'Calm Me' script, YouTube clip from Toy Story, Jigsaw Jack, Sets of 'A Good Friend Should...' cards, one set for each group, Jigsaw Journals, Jigsaw Song: 'The Colours of Friendship'.
Help others to feel part of a group	3. Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can recognise which forms of physical contact are acceptable and unacceptable to me	Jigsaw Chime, 'Calm Me' script, Book: 'Hug' by Jez Alborough, Holding hands' images, 'Feely bags' containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects, Jigsaw Jack, Jigsaw Journals.
Show respect in how they treat others	4. People Who Help Us	I know who can help me in my school community	I know when I need help and know how to ask for it	Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, People cards, Scenario cards, Jigsaw Journals.
Know how to help themselves and others when they feel upset or hurt	5. Being My Own Best Friend	I can recognise my qualities as person and a friend	I know ways to praise myself	Bottle weighted with water or sand, Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, YouTube clip from the film 'The Incredibles', PowerPoint of incredible children, 'The incredible me' picture frame template, Jigsaw Song: 'The Colours of Friendship'.
Know and show what makes a good relationship	6. Celebrating My Special Relationships Assessment Opportunity ★	I can tell you why I appreciate someone who is special to me	I can express how I feel about them	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: Colours of friendship, Balloons, Balloon label template, String, Jigsaw Journals.

Relationships

Puzzle Map - Year 2



Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'

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
Know how to make friends	1.Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I accept that everyone's family is different and understand that most people value their family	Jigsaw Chime, 'Calm Me' script, Families PowerPoint, Book: 'Who's in a family?' by Robert Skutch, Book: 'Something Special' by Nicola Moon, Jigsaw Jo, Jigsaw Journals.
Try to solve friendship problems when they occur	2. Keeping Safe - exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	I know which types of physical contact I like and don't like and can talk about this	Jigsaw Chime, 'Calm Me' script, 'Hugless Douglas' by David Melling, Jigsaw Journals.
Help others to feel part of a group	3. Friends and Conflict Assessment Opportunity ★	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends	Jigsaw Chime, Jigsaw song 'Learning together', 'Calm Me' script, Selection of shoes, 'I thought you were my friend' resource sheet, 'Mending Friendships' chart, printed on A3 or on PowerPoint slide, 'Mending Friendships' resource sheet, Jigsaw Journals.
Show respect in how they treat others	4. Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Wrapped gift box, Poem: 'I Have a Secret' by E J Thomson, Jigsaw Journals.
Know how to help themselves and others when they feel upset or hurt	5. Trust and Appreciation	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone	Jigsaw Chime, 'Calm Me' script, Balloon, Book: 'Don't Tell Lies, Lucy!' by Phil Roxbee Cox, People cards, Flipchart paper, 'Circle of Trust' cards, Jigsaw Journals.
Know and show what makes a good relationship	6. Celebrating My Special Relationships	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others	Jigsaw Chime, 'Calm Me' script, Materials for the children to make bunting, Jigsaw Jo, Jigsaw Journals.

Relationships

Puzzle Map - Year 3



Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta'

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
Know how to make friends	1. Family Roles and Responsibilities	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel	Jigsaw Chime, 'Calm Me' script, Male /female Jobs PowerPoint, Male/female/both cards, Sets of the 'Whose Responsibility?' cards, Jigsaw Journals, Jigsaw Jino.
Try to solve friendship problems when they occur	2. Friendship	I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution	Jigsaw Chime, 'Calm Me' script, Donkey PowerPoint, 'Solve it together' technique, Mending friendships resource sheet, Friendship conflict scenarios, Jigsaw Journals.
Help others to feel part of a group	3. Keeping Myself Safe	I know and can use some strategies for keeping myself safe	I know who to ask for help if I am worried or concerned	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Dangers in the home posters (kitchen/bathroom): http://www.homesafetygame.com/pdf/KAS1.pdf http://www.homesafetygame.com/pdf/BAS1.pdf , keep safe labels, Jigsaw Journals.
Show respect in how they treat others	4. Being a Global Citizen 1 Assessment Opportunity ★	I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices	Inflatable globe, Jigsaw Chime, 'Calm Me' script Bag of items including fair trade chocolate, a T-shirt made in a different country, rice, sugar, coffee, Book: The World Came to My Place Today by Readman and Roberts, PowerPoint: Children, Jigsaw Journals.
Know how to help themselves and others when they feel upset or hurt	5. Being a Global Citizen 2	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them	A set of the 'Wants and needs' cards cut up, Jigsaw Chime, 'Calm Me' script, PowerPoint: Children around the world, Oxfam materials 'Change the World in Eight Steps', and Millenium Development goals posters accessed at: http://www.oxfam.org.uk/education/resources/change-the-world-in-eight-steps , Unicef website: http://www.unicef.org/crc/ , PowerPoint slide 'Articles from UNCRC', Jigsaw Journals.
Know and show what makes a good relationship	6. Celebrating My Web of Relationships	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Learning Together', 'Relationship Circles' template - A3 for demonstration and A4 for each child.

Relationships

Puzzle Map - Year 4



Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta'

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
Know how to make friends	1. Relationship Web	I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant	I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them	Jigsaw Chime, 'Calm me' script, Jigsaw Jaz, Relationship spiral template, Art materials: gems, glitter, ribbons etc., Jigsaw Charter.
Try to solve friendship problems when they occur	2. Love and Loss	I can identify someone I love and can express why they are special to me.	I know how most people feel when they lose someone or something they love	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, 'Goodbye Mousie' by Robie H. Harris, Flipchart prepared with scenarios, Post-it notes, Jigsaw Journals.
Help others to feel part of a group	3. Memories	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them	Children's souvenirs, Jigsaw Chime, 'Calm Me' script, Post-it notes or slips of paper, Book: 'Badger's Parting Gifts' by Susan Varley, Jigsaw Song sheet: Learning together, Jigsaw Journals.
Show respect in how they treat others	4. Are Animals Special? Assessment Opportunity ★	I can explain different points of view on an animal rights issue	I can express my own opinion and feelings on this	Flipchart paper and marker pens, Timer, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Internet/library access to help with preparing arguments for a debate, Jigsaw Journals.
Know how to help themselves and others when they feel upset or hurt	5. Special Pets	I understand how people feel when they love a special pet	I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet	Jigsaw Chime, 'Calm Me' script, Book: 'I'll Always Love You' by Hans Wilhelm or 'Goodbye Mousie' by Robie H Harris, Memory box challenge resource sheet, Cardboard treasure chest boxes, Materials to make and present memory boxes, Jigsaw Journals.
Know and show what makes a good relationship	6. Celebrating My Relationships with People and Animals	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Fabric for relationship collage - Felt squares 25cmx25cm per child, Sewing needles and cotton, Willing parent helpers!, Jigsaw Journals.

Relationships

Puzzle Map - Year 5



Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'

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
Know how to make friends	1. Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem	Jigsaw Chime, 'Calm Me' script, Large sheets of paper and marker pens, A piece of paper for each child, possibly cut out in the shape of a human figure, Jigsaw Journals.
Try to solve friendship problems when they occur	2. Getting On and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise	Jigsaw Chime, 'Calm Me' script, Jigsaw Charter, Paper and marker pens for 'Friendship is ...' statements, 'Make Friends, Break Friends?' scenario cards, Mending Friendships poster, 'Solve it together' technique, Jigsaw Jez, Jigsaw Journals.
Help others to feel part of a group	3. Girlfriends and Boyfriends	I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean	I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/ girlfriend	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Jigsaw Charter, 'Agree' and 'Disagree' labels, PowerPoint slides of boy-friend/girl-friend couples, Flipchart paper, Diamond 9 cards 'You might go out with someone because...' - some with text, some blank sets of these cut up for each group, Jigsaw Journals.
Show respect in how they treat others	4. Girlfriends and Boyfriends	I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean	I can recognise the feeling of jealousy, where it comes from and how to manage it	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, 'The Way I Feel' - copies printed on A3 for each group, Coloured pens, Jigsaw Journals.
Know how to help themselves and others when they feel upset or hurt	5. Relationships and Technology	I understand 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 may cause harm to others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, An adult volunteer and a means of concealing them while they type responses for the children to see on the whiteboard, A poster promoting internet safety for children, such as Childnet's 'Be SMART on the Internet' (downloadable at http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf), YouTube clip: CEOP, Jigsaw: Assembly for 8-10 year olds, (CEOP Thinkuknow), Materials for the children to design their own posters, Jigsaw Journals.
Know and show what makes a good relationship	6. Relationships and Technology Assessment Opportunity ★	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 may cause harm to myself or others	Jigsaw Chime, 'Calm Me' script, 'Personal Record Sheet' proforma, Materials for creating posters or leaflets, Child net website, YouTube clip: CEOP, Jigsaw: Assembly for 8-10 year olds, (CEOP Thinkuknow), 'Be SMART on the Internet' (downloadable at http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf), Jigsaw Journals.

Relationships

Puzzle Map - Year 6



Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'

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
Know how to make friends	1. My Relationship Web	I can identify the most significant people to be in my life so far	I understand how it feels to have people in my life that are special to me	Ball of string/wool, Jigsaw Chime, 'Calm Me' script, Box of natural objects e.g. shells, pebbles, sticks, leaves and then additional boxes containing natural objects for each table, Jigsaw Jen, Jigsaw Journals.
Try to solve friendship problems when they occur	2. Love and Loss 1	I know some of the feelings we can have when someone dies or leaves	I can use some strategies to manage feelings associated with loss and can help other people to do so	Jigsaw Chime, 'Calm Me' script, Jigsaw Jen, 'The Sad Book' by Michael Rosen, Coping with loss scenario cards, Jigsaw Journals.
Help others to feel part of a group	3. Love and Loss 2	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them	20 random objects on a tray, Jigsaw Chime, 'Calm Me' script, Loss or change cards, Post-its, PowerPoint - stages of grief, Jigsaw Journals.
Show respect in how they treat others	4. Power and Control Assessment Opportunity ★	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	Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'Power and Control', Power and Control scenario cards, Jigsaw Jen, Jigsaw Journals.
Know how to help themselves and others when they feel upset or hurt	5. Being Safe with Technology 1	I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening	I can take responsibility for my own safety and well-being	'Chat Room Abbreviations' - a checklist, Jigsaw Chime, 'Calm Me' script, Jigsaw Jen, Cyberbullying film 'Let's Fight It Together' http://www.childnet.com/resources/lets-fight-it-together ; Be SMART on the Internet' poster: http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf , Online scenario cards, Jigsaw song sheet - 'Learning Together'.
Know and show what makes a good relationship	6. Being Safe with Technology 2	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being	Jigsaw Song sheet - 'Learning Together', 'Keeping Myself Safe Online' quiz, Jigsaw Chime, 'Calm Me' script, Materials for poster design, Filming equipment, Jigsaw Journals.