

Year 2

Being Me

Piece 1	<ul style="list-style-type: none">- Introduce Jigsaw Jo- Discuss worries- Give out Jigsaw journal to record worries throughout the year
Piece 2	<ul style="list-style-type: none">- Talk about times when you've felt left out- Discuss rights of belonging to a class and everyone having a right to belong
Piece 3	<ul style="list-style-type: none">- Look at types of rewards- Look at how things are valuable in different ways- Look at scenarios and discuss rewards that could be given- Look at negative behaviour cards and discuss consequences
Piece 4	<ul style="list-style-type: none">- Establish that every action has a consequence- Children to decide on fair/ proportionate consequences for a set of scenarios
Piece 5	<ul style="list-style-type: none">- Design a poster that illustrates the Learning Charter in action in the classroom
Piece 6	<ul style="list-style-type: none">- Draw pictures to illustrate what following the Learning Charter looks like- What are the consequences for not following the Learning Charter?

Celebrating Difference

<p>Piece 1</p>	<ul style="list-style-type: none"> - Play Disagree, Agree or Not Sure game. Children given a statement and decide where on the washing line they sit (All boys enjoy football, girls like pink more than any other colour etc) - Show children picture cards of girls and boys and ask them to match descriptions to the cards. - Explain that we sometimes make assumptions automatically just because they are a boy/girl - Children to pair up in boy/girl pairs. Talk to their partner about things they have in common or similarities
<p>Piece 2</p>	<ul style="list-style-type: none"> - Children identify similarities between girls and boys (eye colour, like playing football etc.) - Children identify differences between girls and boys (like playing different games, wear different clothes etc) - Children to pair up in boy/girl pairs and talk about differences - Explain that differences are ok
<p>Piece 3</p>	<ul style="list-style-type: none"> - Look at a variety of situations and discuss if these are bullying - Why do they think the bullying is happening? - Think about how it would feel to be bullied
<p>Piece 4</p>	<ul style="list-style-type: none"> - Freeze-frame bullying situations ensuring there is a witness in each frame - Children to think of things they could do if they saw bullying or it happened to them
<p>Piece 5</p>	<ul style="list-style-type: none"> - Children to move to 'yes' or 'no' signs around the room when answering questions about

	<p>themselves, e.g, "I like playing football," "I like dancing," etc</p> <ul style="list-style-type: none"> - Explain that Jigsaw Jo is different because they are different to everyone else. Children to think of ways to help them feel that they belong - Summarise that there are differences between people and that sometimes causes them to be treated unfairly
Piece 6	<ul style="list-style-type: none"> - Children to discuss how they are different from one another - Discuss how our differences complement one another

Dreams and Goals

<p style="text-align: center;">Piece 1</p>	<ul style="list-style-type: none"> - Children to make treasure chest to store successes like treasure - Discuss challenges - Children to choose a challenge they would like to attempt
<p style="text-align: center;">Piece 2</p>	<ul style="list-style-type: none"> - Children work in groups to identify the steps needed to take to achieve their challenge/ goal
<p style="text-align: center;">Piece 3</p>	<ul style="list-style-type: none"> - Children to work on their challenge/ goal - Come together to discuss how the teams worked together - Was it easier to work with people you get along with? Why? Why not?
<p style="text-align: center;">Piece 4</p>	<ul style="list-style-type: none"> - Children to work in groups to make birds for a Garden of Dreams and Goals - Children to work together to make an imaginary dream bird
<p style="text-align: center;">Piece 5</p>	
<p style="text-align: center;">Piece 6</p>	<ul style="list-style-type: none"> - Children to complete stem sentences about the Dream Bird task - Children complete Jigsaw Learning piece

Healthy Me

<p style="text-align: center;">Piece 1</p>	<ul style="list-style-type: none"> - Discuss how to keep our bodies healthy and how this can sometimes be difficult
<p style="text-align: center;">Piece 2</p>	<ul style="list-style-type: none"> - Discuss how we may look if we were relaxed and calm - Look at pictures of people and rank them from least to most relaxed
<p style="text-align: center;">Piece 3</p>	<ul style="list-style-type: none"> - List medicines children know

	<ul style="list-style-type: none"> - Discuss when it is safe to take medicine and that it must always be under adult supervision
Piece 4	<ul style="list-style-type: none"> - Children make a list of their favourite foods - Discuss a healthy balanced diet - Children to place foods into correct food groups
Piece 5	<ul style="list-style-type: none"> - Look at healthy snacks - Decide which snacks are healthy and which are unhealthy.
Piece 6	<ul style="list-style-type: none"> - Identify healthy and unhealthy choices for our bodies

Relationships

Piece 1	<ul style="list-style-type: none"> - Discuss that families are special - It takes effort from everyone to keep a family happy - Make a recipe for a happy family. Place ingredients into a mixing bowl- 'a pinch of laughter,' 'a cup of love' etc
Piece 2	<ul style="list-style-type: none"> - Look at different ways the sense of touch is used to communicate- hugs, shaking hands, fist bumps, a pat on the back etc - Discuss types of touch we may not like- a wet kiss from a dog, a hug from a stranger etc - Establish that it is ok to not like some forms of contact - Ensure everyone knows that they have the right to say, "Please stop. I don't like that."
Piece 3	<ul style="list-style-type: none"> - Look at pictures of children who have fallen out. - Establish what may have happened - Explore how they may be feeling and how to fix the friendship
Piece 4	<ul style="list-style-type: none"> - Children asked to keep a secret for Jigsaw Jo's birthday - Explain that sometimes it is a good thing to keep a secret

	<ul style="list-style-type: none"> - Discuss 'worry secrets.' How do they make us feel? Why might we be afraid to tell them? - Look at scenarios- children watch a scary film for adults and one child is now having nightmares but won't tell her parents why. A child knows her friend is being bullied but the friend has asked her not to tell anyone.
Piece 5	<ul style="list-style-type: none"> - Explore how you know if you can trust someone. - What can someone do to damage that trust, eg, telling lies, talking about you behind your back etc - Identify people we can trust
Piece 6	<ul style="list-style-type: none"> - Discuss what a compliment is - Sometimes it can be hard to accept a compliment - Children to compliment each other

Changing Me

Piece 1	<ul style="list-style-type: none"> - Look at seasonal change - How does that make you feel? - Look at changes in animals and humans from a baby to an adult - Children to choose an animal and draw their lifecycle
Piece 2	<ul style="list-style-type: none"> - Look at pictures of a baby, toddler, teenager, adult, elderly person. - What changes can you see? - What other changes are there- may run more slowly, may get wiser etc - Children to share pictures of their relatives and say why they are special to them
Piece 3	<ul style="list-style-type: none"> - Compare things children could do as baby to what they can do now. - Look at a range of items and identify at what stage of life they refer to- rattle, baby bottle, lego,

	smart phone, car keys, credit card etc
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