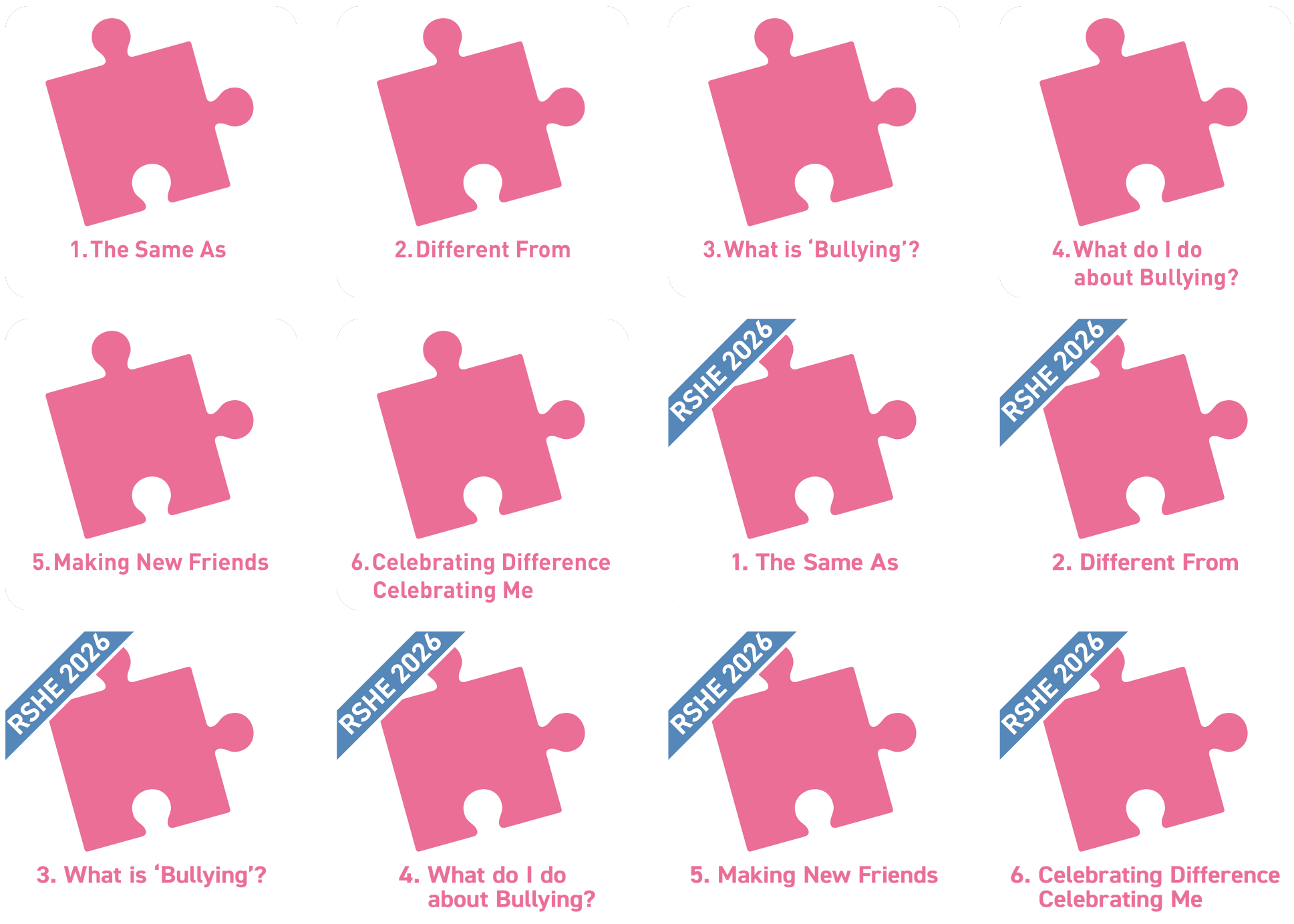




**Puzzle Map**

[Puzzle Map \(2026\)](#)

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[Class Teacher Prep \(2026\)](#)

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**Puzzle Map - Ages 5-6**

**Puzzle Outcome**

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display (Puzzle Outcome: Gingerbread People from Pieces 1-6)



| Weekly Celebration | Piece          | PSHE learning intention | Social and emotional development learning intention | Resources                                                                                                                                                                  |
|--------------------|----------------|-------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (Find out more).   | and Vocabulary |                         |                                                     | For every Lesson:<br>Jigsaw Jack<br><b>Jigsaw Charter</b><br>Jigsaw Chime<br>Jigsaw Journals<br>My Jigsaw Journey<br><b>Learning/Reflection Sheet</b><br>Jigsaw Jerrie Cat |

|                                              |                                                                                                                                                                                        |                                                                                  |                                                               |                                                                                                                                                                                                                                                       |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Accept that everyone is different            | <b>1. The same as...</b> <ul style="list-style-type: none"><li>Similarity/similar</li><li>Same as</li></ul>                                                                            | I can identify similarities between people in my class                           | I can tell you some ways in which I am the same as my friends | <b><u>Set of picture cards</u></b><br><b><u>e.g. Snap, Happy Families.</u></b><br><br><b><u>Cardboard cut-out gingerbread person</u></b><br><br><b><u>T-shirt templates for gingerbread people</u></b><br><br><b><u>Combined Jigsaw Journeys.</u></b> |
| Include others when working and playing      | <b>2. Different from...</b> <ul style="list-style-type: none"><li>Different from</li><li>Difference</li><li>Similarity</li></ul>                                                       | I can identify differences between people in my class                            | I can tell you some ways I am different from my friends       | Yes and No labels<br><br><b><u>Animal Happy Families Game Cards</u></b><br><br><b><u>Shorts templates for gingerbread people</u></b><br><b><u>(could be trouser templates as an alternative)</u></b>                                                  |
| Know how to help if someone is being bullied | <b>3. What is ‘bullying’?</b> <ul style="list-style-type: none"><li>Bullying</li><li>Bullying behaviour</li><li>Courage</li><li>Deliberate</li><li>On purpose</li><li>Unfair</li></ul> | I can tell you what bullying is                                                  | I understand how being bullied might feel                     | <b><u>Hat templates for gingerbread people</u></b>                                                                                                                                                                                                    |
| Try to solve problems                        | <b>4. What do I do about bullying?</b> <ul style="list-style-type: none"><li>Included</li><li>Bully</li><li>Bullied</li></ul>                                                          | I know some people who I could talk to if I was feeling unhappy or being bullied | I can be kind to children who are bullied                     | <b><u>Jigsaw songsheet: ‘There’s a Place’ (embedded in lesson)</u></b><br><br><b><u>Shoes template for gingerbread people</u></b>                                                                                                                     |
| Use kind words                               | <b>5. Making new friends</b> <ul style="list-style-type: none"><li>Different from</li><li>Same as</li><li>Included</li></ul>                                                           | I know how to make new friends                                                   | I know how it feels to make a new friend                      | Soft/sponge football<br><br>Flip chart<br><br><b><u>Jigsaw songsheet: ‘There’s a Place’ (embedded in lesson)</u></b><br><br><b><u>Friendship tokens</u></b>                                                                                           |

|                                          |                                                                                                                                                                                                                                   |                                                         |                                                               |                                                                                                                                                                                                                                                                                          |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Know how to give and receive compliments | <div>6. Celebrating difference; celebrating me</div> <div><ul style="list-style-type: none"><li>Celebration</li><li>Difference</li><li>Inclusive</li><li>Special</li><li>Unique</li></ul></div> <div>Assessment Opportunity</div> | I can tell you some ways I am different from my friends | I understand these differences make us all special and unique | <div>Gingerbread people</div> <div><a href="#">Jigsaw songsheet: 'There's a Place' (embedded in lesson)</a></div> <div><a href="#">Celebrating Me label template (one per child)</a></div> <div><a href="#">Attainment Descriptor Grid</a></div> <div><a href="#">Certificates</a></div> |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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