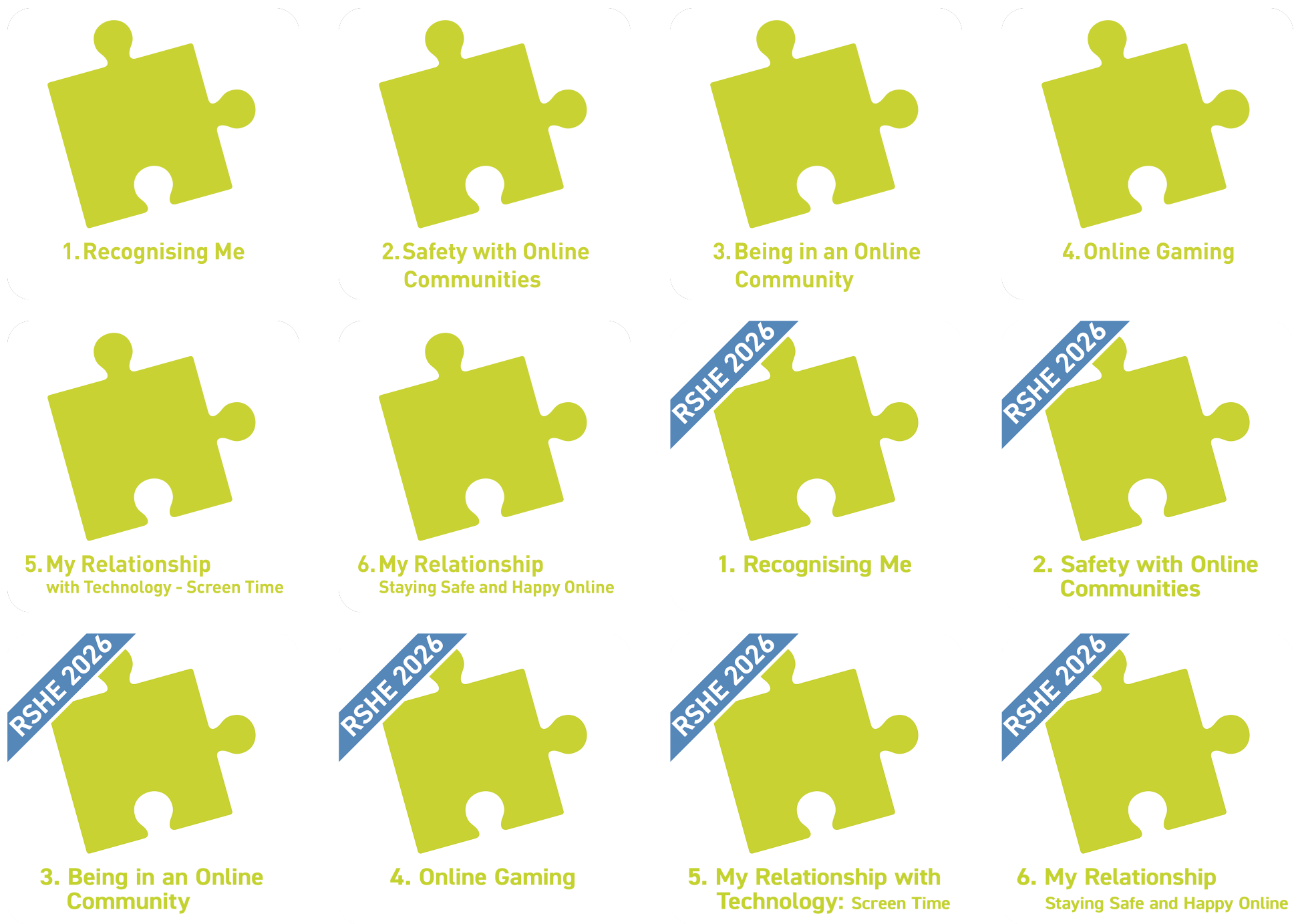




Puzzle Map

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

[Class Teacher Prep](#)

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

[Assessment](#)

[Knowledge Organisers](#)

[Vocabulary](#)

[Legacy Learning Journeys](#)

[Community →](#)

[Contact →](#)

Puzzle Map - Ages 9-10

Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta' Piece 3: Memory Box



Weekly Celebration	Pieces <i>and Vocabulary</i>	PSHE learning intention	Social and emotional development learning intention	Resources
(Find out more)				<i>For every lesson:</i> Jigsaw Jez, <u>Jisaw Charter</u> , Jigsaw Chime, Jerrie Cat, Jigsaw Journals, <u>Next Steps / Reflection Sheet</u> .
Know how to make friends	1. Recognising Me • <i>Characteristics</i> • <i>Personal qualities</i> • <i>Personality</i> • <i>Self-esteem</i> • <i>Self-perception</i>	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	Mini- whiteboards and pens or paper and pens A4 paper and pens

Try to solve friendship problems when they occur	2. Safety with Online Communities • <i>Responsibility</i> • <i>Being responsible</i> • <i>Age restriction</i>	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable	Labels for the online safety game: Safe, Unsafe, I'm not sure)
Help others to feel part of a group	3. Being in an Online Community • <i>Social network</i> • <i>Community</i> • <i>Online</i> • <i>Offline</i> • <i>Responsibility</i> • <i>Rights</i> • <i>Risky</i> • <i>Fake online hoaxes</i>	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me	Flipchart and pens Which Social Media Groups resource
Show respect in how they treat others	4. Online Gaming • <i>Age restriction</i> • <i>Community</i> • <i>Appropriate</i> • <i>Grooming</i> • <i>Trolled (harassed)</i> • <i>Gambling/ betting</i> • <i>Responsibility</i> • <i>Rights</i> • <i>Risky</i>	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe	Game cards
Know how to help themselves and others when they feel upset or hurt	5. My Relationship with Technology: screen time • <i>Devices</i> • <i>Screen time</i> • <i>Social</i> • <i>Offline</i> • <i>Mental health</i> • <i>Physical health</i>	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected	Mini whiteboards and pens/or paper and pens Countdown timer (can be easily sourced online) Screen Time Solutions resource Optional: Page 2 (Screen time log)

Know and show what makes a good relationship	6. Relationships and Technology <i>Personal information</i> <i>Safe</i> <i>Online</i> <i>Choices</i> <i>Vulnerable</i> <i>Risk</i> <i>Grooming</i> <i>Rights</i> <i>Responsibilities</i> Assessment Opportunity Puzzle outcome: Internet Safety Poster (staying safe and happy online)	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	Make 2 labels one saying 'That's private!' the other saying 'I'm OK with that!' Paper and pens for poster designs Certificates
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