



1. Becoming a Class ‘Team’



2. Being a School Citizen



3. Rights, Responsibilities and Democracy



4. Rewards and Consequences



5. Our Learning Charter



6. Owning Our Learning Charter

Puzzle Map

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Community →

Contact →

Puzzle Map - Ages 8-9



Puzzle Outcome

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

Weekly Celebration (Find out more)	Piece & Key Vocabulary	PSHE learning intention	Social and emotional development learning intention	Resources
				<i>For every lesson:</i> Jigsaw Jaz, <u>Jisaw Charter</u> , Jigsaw Chime, Jerrie Cat, Jigsaw Journals, <u>Next Steps / Reflection Sheet</u> .
Help others to feel welcome	1. Becoming a Class ‘Team’ <i>Included</i> <i>Excluded</i> <i>Welcome</i> <i>Valued</i> <i>Team</i> <i>Charter</i>	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued	Sponge football Post-it notes Timer <u>Meet and Greet Bingo sheet</u> <u>Interactive Jigsaw Charter</u> <u>My Jigsaw Journey</u> . <u>Combined Jigsaw Journeys</u>

Try to make our school community a better place	2. Being a School Citizen • <i>Role</i> • <i>Job description</i> • <i>School</i> • <i>Community</i> • <i>Responsibility</i>	I understand who is in my school community, the roles they play, how I fit in and how I can contribute	I can take on a role in a group and contribute to the overall outcome	Sponge football Timer <u>School community role cards with blank job description cards</u> <u>My Jigsaw Journey.</u>
Think about everyone’s right to learn	3. Rights, Responsibilities and Democracy • <i>Rights</i> • <i>Responsibilities</i> • <i>Democracy</i>	I understand how democracy works through the School Council	I can recognise my contribution to making a Learning Charter for the whole school	(Articles 12 and 28) <u>UNCRC Rights of the Child</u> (<u>Unicef leaflet for teacher use</u>) <u>Spot the difference pictures</u> <u>UNCRC Resource sheet</u> <u>My Jigsaw Journey.</u>
Care about other people’s feelings	4. Rewards and Consequences • <i>Reward</i> • <i>Consequence</i> • <i>Democratic</i>	I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them	I understand how rewards and consequences motivate people’s behaviour	Sponge ball or orange <u>Scenario cards</u> <u>My Jigsaw Journey.</u>
Work well with others	5. Our Learning Charter • <i>Decisions</i> • <i>Rights</i> • <i>Responsibilities</i> • <i>Voting</i> • <i>Democracy</i> • <i>Authority</i> • <i>Learning Charter</i> • <i>Role</i> • <i>Contribution</i> • <i>Observer</i>	I understand how groups come together to make decisions	I can take on a role in a group and contribute to the overall outcome	Materials for childrens' posters <u>'What a Mess!'</u> <u>scenario resource</u> <u>My Jigsaw Journey.</u>

Choose to follow the Learning Charter	6. Owning our Learning Charter <i>Decisions</i> <i>Choices</i> <i>Democracy</i> <i>UN Convention on Rights of the Child</i> <i>Learning Charter</i>	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and can help others to follow it	Children's group posters from the previous Piece UNCRC Article 12/28 (same as Piece 3) Materials for childrens' posters <u>Choices Bingo Sheets</u> <u>Certificates</u> <u>My Jigsaw Journey.</u>
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