

Being Me in My World

Puzzle Overview – Year 2

Puzzle 1 Being Me in My World	Puzzle Outcome Help me fit together the pieces of learning about Being Me in My World to create the Learning Charter		Resilience Framework (Resilient Ralph Links)
Pieces			
1. Hopes and Fears for the Year	I can identify some of my hopes and fears for this year. I know how to use my Jigsaw Journal	I recognise when I feel worried and know who to ask for help.	Ralph to be part of the learning charter Basic section of Resilience framework; <ul style="list-style-type: none"> • Being safe (safe and secure environment) • Being free from prejudice and discrimination
2. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class and school.	I recognise when I feel worried and know who to ask for help.	Belonging section of Resilience Framework includes; <ul style="list-style-type: none"> • Find somewhere to belong (being part of their class/class charter) • Understand each child has a place in the world
3. Rewards and Consequences	I understand the rights and responsibilities of being a member of my class.	I can help to make my class safe and fair place.	<ul style="list-style-type: none"> • Rights and responsibilities (class jobs and expectations) • Predict a good experience of someone or something new (new class, new targets, new beginnings etc).
4. Rewards and Consequences	I can listen to other people and contribute my own ideas about rewards and consequences.	I can help make my class a safe and fair place.	Learning section of Resilience framework: <ul style="list-style-type: none"> • Develop life skills • Map out career or life plan (what does the school year look like for you?) • Help the child to organise themselves.
5. Our Learning Charter	I understand how following the Learning Charter will help me and others learn.	I can work cooperatively.	Coping section of Resilience Framework: <ul style="list-style-type: none"> • Understanding boundaries and keeping withing them to instil a sense of hope (accept consequence for rule breaking, accept and move on).
6. Owing our Learning Character	I understand how following the Learning Charter will help me and others learn.	I am choosing to follow the Learning Charter.	Core Self section of the Resilience Framework: <ul style="list-style-type: none"> • Support the child to understand others people’s feelings. • Help the child take responsibility for themselves. Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> • Accepting • Conserving Commitment
Adaptations	Complete as part of Investors in Pupils week. Combine pieces 3/4 and 5/6 to have 4 lessons. The Learning Charter is similar to the Class mission statement in Investors in Pupils		

Celebrating Differences

Puzzle Overview – Year 2

Puzzle 2 Celebrating Differences	Puzzle Outcome Help me fit together the pieces of learning about Celebrating Differences to create a Hall of Fame display		Resilience Framework (Resilient Ralph Links)
Pieces			
1. Boys and Girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).	I understand some ways in which boys and girls are similar and feel good about this.	<p>Basic section of Resilience framework;</p> <ul style="list-style-type: none"> Being safe (safe to express their individuality) Being free from prejudice and discrimination <p>Belonging section of Resilience Framework includes;</p> <ul style="list-style-type: none"> Find somewhere to belong (being part of their class) Understand each child has a place in the world Keep relationships going The healthier relationships the better Focus on good times and places Predict a good experience of someone or something new Make friends and mix with other children <p>Learning section of Resilience framework:</p> <ul style="list-style-type: none"> Develop life skills Make school life work as well as possible <p>Coping section of Resilience Framework:</p> <ul style="list-style-type: none"> Understanding boundaries and keeping within them to instil a sense of hope (accept consequence for rule breaking, accept and move on). Being brave (speak to adults about issues affecting mental health and attainment). Calming down and self-soothing Lean on others when necessary Have a laugh Solving problems (overcome adversities and challenges). <p>Core Self section of the Resilience Framework:</p> <ul style="list-style-type: none"> Support the child to understand other people's feelings. Help the child know themselves Help the child take responsibility for themselves. <p>Noble Truths section of the Resilience Framework:</p> <ul style="list-style-type: none"> Accepting (accepting differences and respecting people for who they are) Conserving (control extreme emotions e.g. anger, rage, frustration in response to bullying) <p>Commitment (to yourself and friends)</p>
2. Boys and Girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).	I understand some ways in which boys and girls are different and accept that this is OK.	
3. Why does bullying happen?	I understand that bullying is sometimes about difference.	I can tell you how someone who is bullied feels. I can be kind to children who are bullied.	
4. Standing up for myself and others	I can recognise what is right and wrong and know how to look after myself.	I know when and how to stand up for myself and others. I know how to get help if I am being bullied.	
5. Making a new friend	I know some ways to make new friends.	I know how it feels to be a friend and have a friend.	
6. Celebrating differences and still being friends	I can tell you some ways I am different from my friends.	I understand these differences make us all special and unique.	
Adaptations	Combine pieces 1/2 Boys and Girls to make 5 lessons		

Dreams and Goals

Puzzle Overview – Year 2

Puzzle 3 Dreams and Goals	Puzzle Outcome Help me fit together the pieces of learning about my Dreams and Goals to create Our Garden of Dreams and Goals		Resilience Framework (Resilient Ralph Links)
Pieces			
1. Goals to Success	I can choose a realistic goal and think about how to achieve it.	I can identify my successes and achievements and know how this makes me feel (proud).	Basic section of Resilience framework; <ul style="list-style-type: none"> • Good enough housing (future aspirations) • Enough money to live (future aspiration – ultimate goal is to achieve education and work) • Enough sleep (emphasis the importance of sleep in order to concentrate and be successful)
2. My Learning Strengths	I can preserve even when I find tasks difficult.	I can tell you some of my strengths as a learner.	<ul style="list-style-type: none"> • Being safe (safe to express their individuality) • Being free from prejudice and discrimination
3. Learning with others	I can recognise who is easy for me to work with and who it is more difficult for me to work with.	I understand how working with other people can help me to learn.	Belonging section of Resilience Framework includes; <ul style="list-style-type: none"> • Understand each child has a place in the world • Predict a good experience of someone or something new • Good influences (being a good role model, having visitors to influence children’s goals)
4. A Group Challenge	I can work cooperatively in a group to create an end product.	I can work with other people to solve problems.	Learning section of Resilience framework: <ul style="list-style-type: none"> • Develop life skills • Engage mentors for children • Map out career or life plan • Help the child to organise themselves • Highlight achievements
5. Continuing Our Group Challenge	I can explain some of the ways I worked cooperatively in my group to create the end product.	I can express how it felt to be working as part of this group.	Coping section of Resilience Framework: <ul style="list-style-type: none"> • Understanding boundaries and keeping within them to instil a sense of hope (setting high expectations). • Being brave (stepping out of your comfort zone and pushing yourself to achieve). • Solving problems (overcome adversities and challenges). • Fostering their interests • Lean on others when necessary • Have a laugh (remember to enjoy success) • Remember tomorrow is another day (be optimistic about what the future holds)
6. Celebrating Our Achievement	I know how to share success with other people.	I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud).	Core Self section of the Resilience Framework: <ul style="list-style-type: none"> • Instil a sense of hope • Foster their talents • Help the child take responsibility for themselves. Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> • Accepting Commitment (to yourself and friends)
Adaptations	The children have to set personal goals which overlaps with Investors in Pupils.		

Healthy Me

Puzzle Overview – Year 2

Puzzle 4 Healthy Me	Puzzle Outcome Help me fit together the pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book'		Resilience Framework (Resilient Ralph Links)
Pieces			
1. Being Healthy	I know what I need to keep my body healthy.	I am motivated to make healthy lifestyle choices.	<p>Basic section of Resilience framework;</p> <ul style="list-style-type: none"> • Good enough housing • Enough money to live • Enough sleep • Play and leisure • Healthy diet • Exercise and fresh air • Being safe • Being free from prejudice and discrimination <p>Belonging section of Resilience Framework includes;</p> <ul style="list-style-type: none"> • Responsibilities and obligations <p>Learning section of Resilience framework:</p> <ul style="list-style-type: none"> • Develop life skills • Highlight achievements <p>Coping section of Resilience Framework:</p> <ul style="list-style-type: none"> • Understanding boundaries (expectations of healthy lifestyle and why it is good for our body and mind). • Calming down and self-soothing • Lean on others when necessary (for motivation) <p>Core Self section of the Resilience Framework:</p> <ul style="list-style-type: none"> • Support the child to understand other peoples feelings • Help the child take responsibility for themselves. <p>Noble Truths section of the Resilience Framework:</p> <ul style="list-style-type: none"> • Accepting Commitment (to healthy lifestyles and how to avoid illness)
2. Being Relaxed	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.	I can tell you when a feeling is weak and when a feeling is strong.	
3. Medicine Safety	I understand how medicines work in my body and how important it is to use them safely.	I feel positive about caring for my body and keeping it healthy.	
4. Healthy Eating	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.	I have a healthy relationship with food and know which foods I enjoy the most.	
5. Healthy Eating	I can decide which foods to eat to give my body energy.	I have a healthy relationship with food and I know which foods are most nutritious for my body.	
6. The Healthy Me Cafe	I can make some healthy snacks and explain why they are good for my body.	I can express how it feels to share healthy food with my friends.	
Adaptations	Complete pieces 1,2 and 3. Pieces 4 and 5 are covered in Science. Piece 6 could be combined with a DT unit Spring 2 – The Farm Shop about making health snacks/salads. (3 lessons in total)		

Relationships

Puzzle Overview – Year 2

Puzzle 5 Relationships	Puzzle Outcome Help me fit together the pieces of learning about Relationships to create 'Our Relationship Fiesta'		Resilience Framework (Resilient Ralph Links)
Pieces			
1. Families	I can identify the 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.	<p>Basic section of Resilience framework;</p> <ul style="list-style-type: none"> Being free from prejudice and discrimination <p>Belonging section of Resilience Framework includes;</p> <ul style="list-style-type: none"> Keep relationships going The healthier the relationship the better Take what you can from relationships where there is some hope Get together people the children can count on (teachers, Tas, special visitors) Focus on good times and places Make sense of where children have come from (respecting children's backgrounds) Make friends and mix with other children <p>Learning section of Resilience framework:</p> <ul style="list-style-type: none"> Develop life skills Engage mentors for children Help the child to organise themselves Make school life work as well as possible <p>Coping section of Resilience Framework:</p> <ul style="list-style-type: none"> Understanding boundaries (social boundaries) Being brave Calming down and self-soothing Solving problems (overcome arguments and disagreements) Fostering their interests Lean on others when necessary Have a laugh Remember tomorrow is another day (be optimistic about what the future holds) <p>Core Self section of the Resilience Framework:</p> <ul style="list-style-type: none"> Instil a sense of hope Support the child to understand other people's feelings Help the child to know themselves Foster their talents Help the child take responsibility for themselves. <p>Noble Truths section of the Resilience Framework:</p> <ul style="list-style-type: none"> Accepting <p>Commitment (to yourself and friends)</p>
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.	
3. Friends and Conflict	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.	
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.	
5. Trust and Appreciation	I recognise and appreciate people who can help in my family, my school and my community.	I understand how it feels to trust someone.	
6. Celebrating My Special Relationships	I can express my appreciation for the people in my special relationships.	I am comfortable accepting appreciation from others.	
Adaptations	I haven't taught this yet but I think this is an important unit for our children so need to complete all pieces.		

Changing Me

Puzzle Overview – Year 2

Puzzle 6 Changing Me	Puzzle Outcome Help me fit together the pieces of learning about Changing Me to Create a Tree of Change display		Resilience Framework (Resilient Ralph Links)
Pieces			
1. Life Cycles in Nature	I can recognise cycles of life in nature.	I understand there are some changes that are outside my control and can recognise how I feel about this.	Basic section of Resilience framework; <ul style="list-style-type: none"> • Being free from prejudice and discrimination • Being safe (I am in charge of my own body) • Healthy diet • Exercise and fresh air • Enough sleep
2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control.	I can identify people I respect who are older than me.	Belonging section of Resilience Framework includes; <ul style="list-style-type: none"> • Keep relationships going • The healthier the relationship the better • Make sense of where children have come from (developmental growth)
3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.	I feel proud about becoming more independent.	Learning section of Resilience framework: <ul style="list-style-type: none"> • Develop life skills Coping section of Resilience Framework: <ul style="list-style-type: none"> • Understanding boundaries (relationship) • Lean on others when necessary • Have a laugh
4. Boys' and Girls' Bodies	I recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.	I can tell you what I like/don't like about being a boy/girl.	Core Self section of the Resilience Framework: <ul style="list-style-type: none"> • Support the child to understand other people's feelings • Help the child to know themselves • Help the child take responsibility for themselves
5. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like.	I am confident to say what I like and don't like and can ask for help.	Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> • Commitment (to healthy lifestyle)
6. Looking Ahead	I can identify what I am looking forward to when I am in Year 3.	I can start to think about changes I will make when I am in Year 3 and know how to go about this.	Accepting (accepting each other and ourselves)
Adaptations	Pieces 1 and 2 and some of 3 are covered in Year 2 Science. We could recap 1/2 and complete piece 3 in one session. Then complete pieces 4,5 and 6 (4 lessons in total).		