

Being Me in My World

Puzzle Overview – Year 3

| 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 | | |
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| Pieces | | | |
| 1. Getting to Know Each Other | I can recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I know how to use my Jigsaw Journal. | I value myself and know how to make someone else feel welcome and valued. | 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 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 |
| 2. Our Nightmare School | I can face new challenges positively, make responsible choices and ask for help when I need it. | I recognise how it feels to be happy, sad or scared and I'm able to identify if other people are feeling these emotions. | <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). |
| 3. Our Dream School | I understand why rules are needed and how they relate to rights and responsibilities. | I know how to make others feel valued. | 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. |
| 4. Rewards and Consequences | I understand that my actions affect myself and others and care about other people's feelings. | I understand that my behaviour brings rewards/consequences. | 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). |
| 5. Our Learning Charter | I can make responsible choices and take action. | I can work cooperatively in a group. | 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. |
| 6. Owing our Learning Character | I understand my actions affect others and try to see things from their points of view. | I am choosing to follow the Learning Charter. | Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> • Accepting • Conserving Commitment |
| Adaptations | | | |

Celebrating Differences

Puzzle Overview – Year 3

| 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) |
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| Pieces | | | |
| 1. Families | I understand that everybody's family is different and important to them. | I appreciate my family/the people who care for me. | Basic section of Resilience framework; <ul style="list-style-type: none"> • Being safe (safe to express their individuality) • Being free from prejudice and discrimination |
| 2. Family and conflict | I understand that differences and conflicts sometimes happen among families. | I know how to calm myself down and can use the 'solve it together' technique. | Belonging section of Resilience Framework includes; <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 |
| 3. Witness and feelings | I know what it means to be a witness to bullying. | I know some ways of helping to make someone who is bullied feel better. | Learning section of Resilience framework: <ul style="list-style-type: none"> • Develop life skills • Make school life work as well as possible |
| 4. witness and solutions | I know that witnesses can make the solution better or worse by what they do. | I can problem-solve a bullying situation with others. | Coping section of Resilience Framework: <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). |
| 5. Words that harm | I recognise that some words are used in hurtful ways. | I try hard not to use hurtful words (e.g. gay, fat). | 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 know themselves • Help the child take responsibility for themselves. |
| 6. Celebrating differences: compliments | I can tell you about a time when my words affected someone's feelings and what the consequences were. | I can give and receive compliments and know how this feels. | Noble Truths section of the Resilience Framework: <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) Commitment (to yourself and friends) |
| Adaptations | | | |

Dreams and Goals

Puzzle Overview – Year 3

| 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) |
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| Pieces | | | |
| 1. Dreams and Goals | I can tell you about a person who has faced difficult challenges and achieved success. | I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability). | <p>Basic section of Resilience framework;</p> <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) • 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"> • 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) <p>Learning section of Resilience framework:</p> <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 <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 (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) <p>Core Self section of the Resilience Framework:</p> <ul style="list-style-type: none"> • Instil a sense of hope • 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. My Dreams and Ambitions | I can identify a dream/ambition that is important to me. | I can imagine how I will feel when I achieve my dream/ambition. | |
| 3. A New Challenge | I enjoy facing new learning challenges and working out the best ways for me to achieve them. | I can break down a goal into a number of steps and know how others could help me to achieve it. | |
| 4. Our New Challenge | I am motivated and enthusiastic about achieving our new challenge. | I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge. | |
| 5. Our New Challenge-Overcoming Obstacles | I can recognise obstacles which might hinder my achievement and can take steps to overcome them. | I can manage the feelings of frustration that may arise when obstacles occur. | |
| 6. Celebrating My Learning | I can evaluate my own learning process and identify how it can be better next time. | I am confident in sharing my success with others and can store my feelings in my internal treasure chest. | |
| Adaptations | | | |

Healthy Me

Puzzle Overview – Year 3

| 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) |
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| Pieces | | | |
| 1. Being Fit and Healthy | I understand how exercise affects my body and know why my heart and lungs are such important organs. | I can set myself a fitness challenge. | <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 Fit and Healthy | I understand how exercise affects my body and know why my heart and lungs are such important organs. | I can set myself a fitness challenge. | |
| 3. What do I know about drugs? | I can tell you my knowledge and attitude towards drugs. | I can identify how I feel towards drugs. | |
| 4. Being Safe | I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. | I can express how being anxious or scared feels. | |
| 5. Being Safe at Home | I understand that, like medicines, some household substances can be harmful if not used correctly. | I can take responsibility for keeping myself and others safe at home. | |
| 6. My Amazing Body | I understand how complex my body is and how important it is to take care of it. | I respect my body and appreciate what It does for me. | |
| Adaptations | | | |

Relationships

Puzzle Overview – Year 3

| 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) |
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| Pieces | | | |
| 1. Family Roles and Responsibilities | I can identify the roles and responsibilities of each member of my family and can reflect on expectations for males and females. | I can describe how taking some responsibility in my family makes me feel. | <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. Friendship | I can identify and put into practice some of the skills of friendship. E.g. taking turns, being a good listener. | I know how to negotiate in conflict situations to try to find a win-win situation. | |
| 3. Keeping Myself Safe | I know and can use some strategies for keeping myself safe. | I know who to ask for help if I am worried or concerned. | |
| 4. Being a Global Citizen 1 | I can explain how some of the actions and work of people around the world help and influence my life. | I can show an awareness of how this could affect my choices. | |
| 5. Being a Global Citizen 2 | I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. | I can empathise with children whose lives are different to mine and appreciate what I may learn from them. | |
| 6. Celebrating My Web of Relationships | I know how to express my appreciation to my friends and family. | I enjoy being part of a family and friendship groups. | |
| Adaptations | | | |

Changing Me

Puzzle Overview – Year 3

| 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) |
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| Pieces | | | |
| 1. How Babies Grow | I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. | I can express how I feel when I see babies or baby animals. | <p>Basic section of Resilience framework;</p> <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. Babies | <p>I understand how babies grow and develop in the mother’s uterus.</p> <p>I understand what a baby needs to live and grow</p> | I can express how I might feel if I had a new baby in the family. | <p>Belonging section of Resilience Framework includes;</p> <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. Outside Body Changes | <p>I understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies.</p> <p>I can identify how boys’ and girls’ bodies change on the outside during this growing up process.</p> | I recognise how I feel about these changes happening to me and know how to cope with those feelings. | <p>Learning section of Resilience framework:</p> <ul style="list-style-type: none"> • Develop life skills <p>Coping section of Resilience Framework:</p> <ul style="list-style-type: none"> • Understanding boundaries (relationship) • Lean on others when necessary • Have a laugh <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 to know themselves • Help the child take responsibility for themselves |
| 4. Inside Body Changes | I can identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. | I recognise how I feel about these changes happening to me and know how to cope with these feelings. | <p>Noble Truths section of the Resilience Framework:</p> <ul style="list-style-type: none"> • Commitment (to healthy lifestyle) <p>Accepting (accepting each other and ourselves)</p> |
| 5. Family Stereotypes | I can start to recognise stereotypical ideas I might have about parenting and family roles. | I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. | |
| 6. Looking Ahead | I can identify what I am looking forward to when I am in Year 4. | I can start to think about changes I will make when I am in Year 4 and know how to go about this. | |
| Adaptations | | | |