**EYFS**

In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things.

They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.

**Year 1**

In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn’t. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.

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| **EYFS/Year 1****Celebrating Differences** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| Flashbacks | Who makes you feel special?What ways do we feel special? | Where do we feel safe? What makes you feel safe at school? | What does it mean to be a part of a class?What are our class rules? | What are our class rules?What does consequence mean? Why do we have them? | What are our responsibilities in our class and school? | What does feeling proud mean? |
| Learning Intention | To know our similaritiesEYFS- To know our talents and things we are good at | To know our differences EYFS- To understand that being different makes us all special | To know what bullying isEYFS- I know we are all different but the same in some ways | To know how to deal with bullyingEYFS- To know why my home is special to me | To know how to make new friends and make people feel welcomeEYFS- I know how to be a kind friend | To know that we are all different and we should celebrate thisEYFS- I know which words to use to stand up for myself when someone says or does something unkind |
| Key Questions | What does similar mean? | What does different mean?Is it ok to be different? | What would you do if someone was unkind to you? How do you know it is bullying? | Who would you speak to if you saw someone being unkind? | What makes a good friend?What can you do to be a good friend? | Why is it ok to be different?What makes us different from each other? |
| Vocabulary | Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique | Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique | Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique | Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique | Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique | Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique |

**Year 2/3**

In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the ‘Solve it together’ technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.

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| **Year 2/3** **Celebrating difference (7-8)** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **Flash back** | What is a personal goal?What is self-worth? | What are rules? Why do we have them? What are our rights and responsibilities? | What is a consequence? Why do we have them? | What types of emotions can you think of? | What are the rules of Jigsaw Charter? | What are our class rules? |
| **Learning Intention** | To identify families and their differences | To know and understand that sometimes families fall out and how we can deal with this | To know what to do if you witness bullying  | I know that witnesses can make the situation better or worse by what they do | To know that words are used in hurtful ways | To know and understand what a compliment is and how we can give and receive them |
| **Key questions** | What different types of families do we know about? | Why do families fall out?  | What is bullying? How do we know its bullying? | What should you do if someone is being bullied? | Why are words hurtful? How does it make us feel? | What could we do to give each other a compliment? Can you think of a compliment for the person next to you? |
| **Vocabulary** | Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,  | Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,  | Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,  | Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,  | Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,  | Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,  |

**Year 4,5,6**

In this Puzzle (unit), the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people’s cultures.

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| **Year 4/5/6** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **Flash back** | What are everyone’s roles and responsibilities in class? | What attitudes and actions effect their whole class? | What is democracy? What is the purpose and what does it mean? | What are the benefits of group work?  | How should we deal with conflicts? | What makes a good team? |
| **Learning Intention** | To understand cultural differences and how they can cause conflict | To know and understand what racism is | To know the affect of rumours and name calling  | To know the different types pf bullying | To know what material wealth is and does it make you happy? | To understand that we should enjoy and respect other cultures |
| **Key questions** | What cultural differences do you know about? | What does racism look like? | What are bullying type behaviours? What is online bullying? | What is direct and indirect bullying? | What is life like in the third world?Does having money make you happy? | What do we know about other cultures? |
| **Vocabulary** | Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation | Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation | Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation | Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation | Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation | Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation |