



Knowledge Organiser Year 2. Celebrating Difference



In this Puzzle, children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help. Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend. By the end of the Puzzle, children celebrate what makes everyone unique by creating a shared Trophy of Celebration display.

Knowledge (<i>substantive</i>)	Social and Emotional skills (<i>disciplinary</i>)	Vocabulary
- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) - I understand that bullying is sometimes about difference - I can recognise what is right and wrong and know how to look after myself - I understand that it is OK to be different from other people and to be friends with them - I can tell you some ways I am different from my friends	- I understand some ways in which boys and girls are similar and feel good about this - I understand some ways in which boys and girls are different and accept that this is OK - I can tell you how someone who is bullied feels - I can be kind to children who are bullied - I know when and how to stand up for myself and others - I know how to get help if I am being bullied - I understand we shouldn't judge people if they are different - I know how it feels to be a friend and have a friend - I understand these differences make us all special and unique	- assumptions - belong/belonging - boundary - boys - bully - bystander - culture - courtesy - difference/different - disability - fairness - family - feelings - female - friends - girls - help - identity - included - inclusive - kind/kindness - lonely - male - on purpose/purpose

		respect sad self-respect shield similarities special stereotypes stand up for support teasing unkind unique value
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Strongest RSHE 2025 Relationships contributions	FPCM 2 – Characteristics of healthy family life, including that families may look different. FPCM 3 – Others' families, either in school or wider world, sometimes look different and should be respected. FPCFM 5 – Marriage and civil partnerships represent a formal and legally recognised commitment CF 2 – Importance of not excluding others, making new friends.	CF 5 – That healthy friendships are positive and welcoming. CF 7 – Recognising when a friendship is making them feel unhappy and how to get support RKR 2 – How their behaviour affects other people RKR 5 – Expecting to be treated with respect and treating others with respect, including those who are different.	RKR 9 – Different types of bullying (including cyberbullying), impact of bullying, responsibility of bystanders, and how to get help. RKR 10 – Understanding and challenging stereotypes. RKR 11 – How to seek help when concerned about violence or harm. OSA 1 – Same principles apply online as face-to-face, including respect and avoiding pressure.
Strongest RSHE 2025 Health contributions	GW 3 – Range and scale of emotions. GW 4 – Vocabulary to describe feelings.	GW 7 – Bullying has a negative and often lasting impact on mental wellbeing. GW 9 – Where and how to seek support.	WO 1 – Strategies for managing screen time and recognising signs of too much. WO2 – What age restrictions/ratings mean; minimum age for social media. WO 8 - Impact of spending too much time online on mental health and wellbeing.

Weekly Celebration	Piece <i>and Vocabulary</i>	PSHE learning intention	Social and emotional development learning intention	Resources <i>For every Lesson:</i> Jigsaw Jo <u>Jigsaw Charter</u> Jigsaw Chime Jigsaw Journals My Jigsaw Journey <u>Learning/Reflection Sheet</u> Jigsaw Jerrie Cat
Accept that everyone is different	1. Assumptions <i>Similarities</i> <i>Assumptions</i> <i>Shield</i> <i>Stereotypes</i> <i>Courtesy</i>	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	Jigsaw Jo's bag String Labels to hang on the string <u>4x photo cards of children</u> <u>4x description cards</u> <u>Shield template (Colour)</u> <u>Shield template (Monochrome Alternative)</u> <u>Combined Jigsaw Journeys.</u>
Include others when working and playing	2. Stereotypes <i>Boys</i> <i>Girls</i> <i>Similarities</i> <i>Differences</i> <i>Assumptions</i> <i>Stereotypes</i> <i>Special</i> <i>Self-respect</i> <i>Courtesy</i>	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	Duvet covers (or pictures of) <u>Difference shield templates</u>

• Know how to help if someone is being bullied	3. Why does bullying happen? • <i>Bully</i> • <i>Purpose</i> • <i>Difference</i> • <i>Kind</i> • <i>Unkind</i> • <i>Inclusive</i> • <i>Feelings</i> • <i>Sad</i> • <i>Help</i> • <i>Teasing</i> • <i>Lonely</i> • <i>Support</i> • <i>Respect</i> • <i>Belonging</i> • <i>Boundary</i> • <i>Identity</i>	I understand that bullying is sometimes about difference	<i>I can tell you how someone who is bullied feels</i> <i>I can be kind to children who are bullied</i>	Jigsaw Jo's bag (as for Piece 1) Flip chart or class whiteboard Individual whiteboards and pens <u>Jigsaw Songsheet: 'There's a Place' (embedded in lesson)</u> <u>Scenario picture / description cards</u> <u>Who can help me if I need support</u>
• Try to solve problems	4. Standing up for myself and others • <i>Bully</i> • <i>On purpose</i> • <i>Stand up for</i> • <i>Help</i> • <i>Lonely</i> • <i>Bystander</i>	I can recognise what is right and wrong and know how to look after myself	<i>I know when and how to stand up for myself and others</i> <i>I know how to get help if I am being bullied</i>	Number cards Paper person chain template <u>Jigsaw Songsheet: 'There's a Place' (embedded in lesson)</u> <u>Scenario picture/description cards</u>

• Try to use kind words	5. We're All Different • <i>Male</i> • <i>Female</i> • <i>Difference</i> • <i>Fairness</i> • <i>Kindness</i> • <i>Belong</i> • <i>Disability</i> • <i>Culture</i> • <i>Family</i> • <i>Included</i>	I understand that it is OK to be different from other people and to be friends with them	I understand we shouldn't judge people if they are different I know how it feels to be a friend and have a friend	Sign saying 'yes' and one saying 'No' (A4 size) <u>Birthday present template</u>
Know how to give and receive compliments	6. Celebrating difference and still being friends • <i>Friends</i> • <i>Special</i> • <i>Unique</i> • <i>Different</i> • <i>Similarities</i> • <i>Value</i> Assessment Opportunity Puzzle Outcome: Trophy of Celebration	I can tell you some ways I am different from my friends	I understand these differences make us all special and unique	<u>Pair cards</u> <u>3D Trophy template</u> <u>Puzzle 2 Attainment Descriptor Grid</u> <u>Certificates</u>