

PSHE Year Two

Autumn 1: Being Me

Jigsaw curriculum Resources:
PowerPoints and unit resources



UK 6-7 1-BM Pieces
1-6.pdf



UK 6-7 1-BM Piece
1.pptx



UK 6-7 1-BM Piece
2.pptx



UK 6-7 1-BM Piece
3.pptx



UK 6-7 1-BM Piece
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UK 6-7 1-BM Piece
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UK 6-7 1-BM Piece
6.pptx

Key Vocabulary

Lesson 1: Worries Hopes Fears

Lesson 2: Belonging Rights Responsibilities Responsible Actions

Lesson 3: Praise Reward Consequence Positive Negative Choices

Lesson 4: Praise Reward Consequence Positive Negative

Lesson 5: Co-operate Learning Charter Rights Responsibilities Rewards Consequences Problem-solving Choices

Lesson 6: Learning Charter Responsibilities Rights Rewards Consequences Choices

Prior Unit:

Year 1: Jigsaw Unit: Being Me

Future Unit:

Year 3: Jigsaw Unit: Being Me

Sticky knowledge:

- I know how to use my Jigsaw Journal.
- I can identify some of my hopes and fears for this year.
- I understand the rights and responsibilities for being a member of my class and school.
- I understand the rights and responsibilities for being a member of my class.
- I can listen to other people and contribute my own ideas about rewards and consequences.
- I understand how following the Learning Charter will help me and others learn.
- I can recognise the choices I make and understand the consequences.

Learning intentions

- I recognise when I feel worried and know who to ask for help.
- I recognise when I feel worried and know who to ask for help.
- I can help to make my class a safe and fair place.
- I can help make my class a safe and fair place.
- I can work cooperatively.
- I am choosing to follow the Learning Charter.

Key Questions

Lesson 1: Can you identify how it feels to be part of this new group? Which picture helps you to feel most calm? How does it feel to let go of all those worries?

Lesson 2: Do you understand what having 'rights' means? What does responsibility mean? How responsible are you? Why is it important to be responsible? How can you be a responsible member of our class?

Lesson 3:

Lesson 4: Do you understand that every behaviour has a consequence? Do you understand what 'consequence' means?

Lesson 5: How does it feel when the whole class works together?

Lesson 6: Why is it unfair if someone chooses not to follow the Learning Charter? Why do you think having a Learning Charter is a good idea?

	LO	Lesson outline
Lesson 1	<p>LO To recognise when I feel worried and know who to ask for help</p> <p>SK I know some of my hopes and fears for this year</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play find your group. Each child is given a card with a number on it e.g. 5 X No.1 cards 5 X No.2 cards etc. In silence children must find the others in the group i.e all the number 1s make a group, etc. They must act very pleased to see new members of their group and continue walking as a group. When all members are found, children sit down in their number groups, still as part of the larger circle.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open My Mind: Introduce Jigsaw Jo. Children decide Jo's gender or gender neutral. Explain that Jo is a little bit worried about meeting the new class. Pass Jo around and children say what Jo might be worried about.</p> <p><i>Children record some of the changes that take place in their books.</i></p>

		<p>Tell me or show me: Place a basket/ special container or bag in the middle of the circle. Ask the children what Jo could do to cope with some of the worries they have thought about. Write each suggestion on a separate piece of paper and place them in the basket/container/bag. Also write who Jo could go to for help and also write these people on separate pieces of paper and add them to the bag. Explain to the children that we can help ourselves to cope with worries by not bottling them up inside and sharing them with people we trust.</p> <p>Let me learn: Ask the children if they have any worries about being in this new class/ school year? Hand out the children’s Jigsaw Journals Hand out the ‘Monster Worries’ template, Explain that worries can feel little bit like monsters until we deal with them. On the monster’s tummy the children write or draw one worry they may have and one way they can cope with it.</p> <p>In books, the teacher sticks the worry monster.</p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>
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What do the children in my class need in order to learn more and remember more?

<p>Lesson 2</p>	<p>LO To identify how to help myself and others feel like we belong</p> <p>SK I know the rights and responsibilities I have.</p>	<p>Jigsaw Charter: Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.</p> <p>Connect us: Play find your group. However, give Jo a card with a number nobody else has. In silence children must find the others in the group i.e all the number 1s make a group, etc. They must act very pleased to see new members of their group and continue walking as a group. When all members are found, children sit down in their number groups, still as part of the larger circle.</p> <p>Calm me: Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind: Remind children that when they are holding Jigsaw Jo, it is their turn to speak if they want to. Right to pass. Using Jigsaw Jo as the talking object, children are invited to talk about the feelings of belonging, how it felt to be left out, how it felt to reject others.</p> <p>Tell me or show me: Slides 3-8: Show the class the ‘Responsibility PowerPoint’ and ask the children in pairs to discuss what they think responsibility means. Share ideas and agree a class definition.</p> <p>Let me learn: Children look at ‘Responsibility Pictures’ and decide what responsibilities they show.</p> <p>In Books: Children stick responsibility pictures and rank them, writing a sentence next to each one.</p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>
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What do the children in my class need in order to learn more and remember more?

<p>Lesson 3</p>	<p>LO To identify ways to help to make my class a safe and fair place</p> <p>SK I know the rights and responsibilities I have to my class</p>	<p>Jigsaw Charter: Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.</p> <p>Connect us: In the circle, play the colour game</p> <p>Calm me: Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind: Sing or listen to the Jigsaw Song ‘Together as One’ or join in with the clapping. Discuss with the children what they think the song is about. What rights and responsibilities are included in the song?</p> <p>Tell me or show me: Bring Jigsaw Jo into the circle along with Jo’s bag that contain objects that could be used as a reward in school. Include things from school reward system, cards offering verbal praise like ‘welldone’ Also include things that are unrealistic or amusing school rewards eg. games console, tablet computer, mobile phone, tin of beans). Children discuss these.</p> <p>Let me learn: In groups children given a set of picture cards showing different behaviours. Children sort the pictures into positive/ helpful and negative/unhelpful behaviours. Children think of rewards that could be given for positive behaviours. Ask children to focus on negative behaviours and to think of some realistic consequences. Summarise taking some feedback from each group.</p> <p>Discuss what rewards the children would value the most for:</p> <ol style="list-style-type: none"> 1) Positive learning behaviours in school 2) Effort 3) Achievement in learning <p>Help me reflect</p>
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		<i>In books children complete the Jigsaw Assessment sheet</i>
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<p>Lesson 4</p>	<p>LO To identify how to make my class a safe and fair place</p> <p>SK I know some of my own ideas about rewards and consequence</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Ask the children to follow the actions you do, e.g. you clap, the child on your right claps, the child on their right then claps so that the clap is passed all around the circle and back to you. You say "Excellent, the consequence of me clapping was that the clap went all around the circle."</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Think of a time when somebody was really pleased. How did this feel? Think of a time when you got a treat or reward for something you did e.g. a thank you or a present. What did you do, what was your reward and how did you feel?</p> <p>Tell me or show me: Slides 2-4: Show the 'What might happen?' PowerPoint pictures. After each slide the children in pairs share their ideas on what might happen. Reinforce the language of choice and consequence for each picture. Use questions such as: What are the negative/unhelpful choices the children are making? What might happen/ what might be the consequence of their choices? What might the alternative positive/helpful choice might be? If the children make positive/helpful choices what might the consequences be?</p> <p>Let me learn: Having established that actions have consequence, in groups, children discuss the scenario picture cards and work out:</p> <ul style="list-style-type: none"> • What negative behaviour/choices can they see in each picture? • What the consequences might be of that behaviour? <p>Help children understand that negative/unhelpful behaviours deserve a consequence not a reward.</p> <p>Ask the children to decide on a fair/ proportionate consequence for each negative learning behaviour. Share their ideas. As a whole-class, children decide on appropriate consequences they think would be fair if someone in their school/class:</p> <ul style="list-style-type: none"> • Stopped someone else from learning • Didn't want to make an effort • Did a disappointing piece of work <p>In their books children stick pictures and write sentences about the behaviors and consequence</p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>
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What do the children in my class need in order to learn more and remember more?

<p>Lesson 5</p>	<p>LO To be able to work cooperatively</p> <p>SK I know how the Learning Charter will help me and others learn</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play the Rainforest game</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Place four jigsaw pieces are in Jigsaw Jo's bag. Jigsaw Jo takes the 'Rights' piece from the bag. The teacher reminds the children about their right to learn. Stick that puzzle piece on flipchart. Do the same with the 'Responsibilities', 'Rewards' and 'Consequences' jigsaw pieces. Reinforce with the children how this will work in the classroom in order for everybody to be able to learn well.</p> <p>Tell me or show me The teacher should share the Whole-school Learning Charter / school rules with the class and explain how their ideas have contributed. The teacher can also explain how this will work in the school and in the class.</p> <p>Let me learn: Children design a poster that illustrates the Learning Charter in action in the classroom. Ideas could include:</p> <ul style="list-style-type: none"> • A picture of a positive behaviour in action with a slogan • A picture of the whole class following the Learning Charter/ Right to Learn • A picture of children taking different responsibilities • A poster of key words that reflect positive praise and encouragement <p><i>In books children create their design and write sentences explaining it.</i></p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>
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<p>Lesson 6</p>	<p>LO To be able to follow our class / school rules</p> <p>SK I know the choices I make have consequence.</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: 'Play the game 'Switch places if...'</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Still in the circle, ask children to work with the child sitting next to them (a new talking partner) and to identify two things they both like. e.g, chocolate, dogs, ballet, football. Then pass Jigsaw Jo around the circle inviting each child to hold Jigsaw Jo and finish the sentence: "One thing we both like is...".</p> <p>Tell me or show me Bring out the children's posters from the last lesson and pick out some the key features in each. Ask the children to explain what they included and why</p> <p>Let me learn:</p> <p>In their books children draw a picture of someone who is choosing to follow the Learning Charter. Explain (by writing or drawing) why this is fair</p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>
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