

# PSHE Year Two

## Autumn 2: Celebrating Difference

### Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 6-7 2-CD Pieces  
1-6.pdf



UK 6-7 2-CD Piece  
1.pptx



UK 6-7 2-CD Piece  
2.pptx



UK 6-7 2-CD Piece  
3.pptx



UK 6-7 2-CD Piece  
4.ppt



UK 6-7 2-CD Piece  
5.pptx



UK 6-7 2-CD Piece  
6.pptx

### Key Vocabulary

**Lesson 1:** Boys Girls Similarities Assumptions Shield Stereotypes

**Lesson 2:** Boys Girls Similarities Differences Assumptions Stereotypes Special

**Lesson 3:** Bully Purpose Difference Kind Unkind Feelings Sad Lonely Help

**Lesson 4:** Bully On Purpose Stand up for Help

**Lesson 5:** Male Female Difference Diversity Fairness Kindness

**Lesson 6:** Friends Special Unique Different Similarities Value

### Prior Unit:

Year 1: Jigsaw Unit: Celebrating Difference

### Future Unit:

Year 3: Jigsaw Unit: Celebrating Difference

### Sticky knowledge:

- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)
- 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

### Learning intention

- 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

### Key Questions

**Lesson 1:** Are there similarities between what boys and girls like/dislike? Are there always differences? Can you think of some similarities between boys and girls? Why do you think we make assumptions about boys and girls? Are all boys the same?

**Lesson 2:** Is it OK for girls to like train duvet covers? Is it OK for boys to like pink duvet covers? Why is it important that we are not all the same?

**Lesson 3:** What does bullying mean? Is bullying different from teasing? Why do some people bully? Why are some people bullied?

**Lesson 4:** How does it feel to belong? How does it feel to be left out? How does it feel to be rejected? What can we help people to feel they belong? What can we say to invite people to join us?

**Lesson 5:** What sort of touch do you like? How does it make you feel? What sort of touch do you not like? How does that feel?

**Lesson 6:**

N

	LO	Lesson outline
<b>Lesson 1</b>	<p>SK I know people can make assumptions about boys and girls (stereotypes)</p> <p>Lo To understand some ways in which boys and girls are similar and feel good about this</p>	<p><b>Jigsaw Charter:</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us:</b> Play 'Switch' e.g. "Switch places if you like jelly babies". The aim is to find similarities between children.</p> <p><b>Calm me:</b> Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p><b>Open My Mind:</b> Using a washing line (piece of string) that is fastened across the classroom, peg on three labels: 'Agree' at one end, 'Disagree' at the other end and 'Not Sure' in the middle. After each statement, ask the children to justify their reasons for standing where they are. Statements:</p> <ul style="list-style-type: none"> <li>• All boys enjoy playing football</li> <li>• All girls like drawing horses</li> <li>• Most girls prefer the colour pink to any other colour</li> <li>• Only boys enjoy computer games</li> <li>• Most girls dislike football</li> </ul>

		<ul style="list-style-type: none"> <li>• Boys prefer Lego to making jewellery</li> <li>• Boys tend to have short hair</li> <li>• Girls tend to have long hair</li> <li>• Girls prefer cooking to playing football</li> </ul> <p><b>Tell me or show me:</b> In a circle with Jigsaw Jo have a bag that contains four photos of different children. Jo places the photo cards in the middle of the circle then draws out four description cards with information about each child in the photo cards. Jigsaw Jo asks one of the children to choose and read a card to the class, e.g. "I am six years old, I have a sister who is younger than me, I love painting and cooking and I hate maths".</p> <p>Jigsaw Jo asks the children to decide which photo this card might belong to and why. Do this for all cards When all descriptions are matched, the teacher or Jigsaw Jo tells the children which actual description cards go with which picture. Ask the children what, if anything, surprised them? Explain to the class that we sometimes make 'assumptions' about boys and girls. Explain that the word assumption means to think something automatically just because they are a boy/girl. Sometimes these can be right but sometimes they are not.</p> <p><b>Let me learn:</b> Ask the children to get into mixed gender pairs. Ask the children to find four things that they have in common or are similarities. e.g. eye/hair colour, or hobbies, things they like doing, things they are good at, similarities in their families, etc. On the shield templates ask the pairs to design their own similarity shield with four of the things that they have in common and to fill in the slogan in the middle: 'We are special because...' (for example, 'We both like drawing' or 'We both have brown eyes').</p> <p><b>In books children complete their shield template</b></p> <p><b>Help me reflect</b> <b>In books children complete the Jigsaw Assessment sheet</b></p>
--	--	--

What do the children in my class need in order to learn more and remember more?

<p><b>Lesson 2</b></p>	<p>LO To understand some ways in which boys and girls are different and accept that this is OK</p> <p>SK I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p>	<p><b>Jigsaw Charter:</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us:</b> Play 'Switch' e.g. "Switch places if you like jelly babies". The aim is to find similarities between children.</p> <p><b>Calm me:</b> Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p><b>Open my mind:</b> Duvet covers. Share with the children either pictures of, or preferably real, children's duvet covers. (It would be good if some of the duvet covers are very stereotypical, e.g. pink for girls, blue with trains/cars for boys, and some that are either/or e.g. a jungle scene.) As each of the duvet covers is shown, ask the children to move to labelled areas of the classroom (labels: boys, girls, both).</p> <p><b>Tell me or show me:</b> Jigsaw Jo joins the circle and asks the children if they can think of ways that girls and boys are similar. The children are encouraged to share ideas from last week. Then Jigsaw Jo asks the children whether they can they think of ways that boys might be different to girls. Jigsaw Jo acknowledges any contributions and then shares the statements: Girls might be different to boys because they like playing different games, because they like wearing different clothes, because they think about different things; they are also different because they have different body parts.</p> <p>Now ask the children to come up with a difference between them. It could be a hobby, an appearance feature, a difference about what they like to eat, etc.</p> <p><b>Let me learn:</b> On the 'Differences shield templates' ask the pairs to design their own differences shield with four of the things that are different about them and to fill in the slogan in the middle: 'It's good to be different because...'</p> <p><b>In books children complete their differences shield template</b></p> <p><b>Help me reflect</b> <b>In books children complete the Jigsaw Assessment sheet</b></p>
------------------------	--	--

What do the children in my class need in order to learn more and remember more?

<p style="text-align: center;"><b>Lesson 3</b></p>	<p>LO To identify how someone who is bullied feels</p> <p>SK I know that bullying is sometimes about difference</p>	<p><b>Jigsaw Charter:</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us:</b> Play the game 'Moving Machines'. In groups of 4-6 the children work together to create, through their movements, a 'moving machine' of their choice</p> <p><b>Calm me:</b> Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p><b>Open my mind:</b> Create a mystery bag of items to show children. Ask the children to look at the items carefully as you take them from the bag and see if they can work out the connection between the items and growing up/ getting older e.g. baby items, school items, teenager and adult. (see attached lesson plan).</p> <p><b>Tell me or show me:</b> In a circle share some scenario cards that the children will act out. The scenario cards are as follows:</p> <ul style="list-style-type: none"> <li>• Every day, Sonia and Lucy take Sean's coat off the hook and throw it on the floor and laugh when he gets told off. At playtime they call him a 'stupid boy' and take his ball off him.</li> <li>• Anwar and Errol have an argument one day and Anwar pushes Errol so that he falls over and grazes his knee.</li> <li>• Lara gets a nasty message on her tablet messenger app. It is from Zoe, her best friend.</li> <li>• Michael and his friends stand in the toilets at break and won't let younger children use them.</li> <li>• Yasmin has lots of friends and tells them all not to play with Amira because she wears glasses. This has been going on for a few weeks.</li> <li>• Terry takes Maria's ruler and uses it without asking.</li> </ul> <p>Ask the children which of these scenes do they think is bullying. Remind children of the key features of bullying:</p> <ol style="list-style-type: none"> <li>1. It doesn't just happen once: it goes on over time and happens again and again</li> <li>2. It is deliberate: hurting someone on purpose, not accidentally</li> <li>3. It is unfair: the person doing the bullying is stronger and more powerful (they might be older, bigger, or more of them, and even if they are enjoying it, the person they are bullying is not.)</li> </ol> <p><b>Let me learn:</b> Once the children have decided which of the scenarios is bullying, pose the question: "Why do you think the bullying is happening in each of the scenarios?"</p> <p><b>In books children record different reason why someone might bully someone else.</b></p> <p><b>Help me reflect</b> <b>In books children complete the Jigsaw Assessment sheet</b></p>
--	---	--

What do the children in my class need in order to learn more and remember more?

<p style="text-align: center;"><b>Lesson 4</b></p>	<p>LO To understand when and how to stand up for myself and others</p> <p>SK I know what is right and wrong and know how to look after myself</p>	<p><b>Jigsaw Charter:</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us:</b> Belonging game. Make enough cards for each child to have one, make 3 or 4 with each number from 1-5, then one of each number 6, 7, and 8. Children must not talk, but must walk around and find the others in their groups. Teacher to debrief and then ask each group to welcome someone who is left out into their group. What might they say to them?</p> <p><b>Calm me:</b> Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p><b>Open my mind</b> Sing or listen to the Jigsaw Song: 'There's a Place'. Ask Jigsaw Jo if they have ever felt lonely in the playground. How could the children help Jigsaw Jo if this happened again?. Ask the children to think about and share a time when they felt lonely in the playground and what happened. Ask them to think about what they might/could do to help if they saw someone who was alone or looked sad in the playground.</p> <p><b>Tell me or show me:</b> Using the scenario cards, divide the children into groups and have one scenario per group. The children are then asked to prepare a freeze-frame of their scenario; it is important that there is a person in each freeze frame who is a witness to what is going on, not necessarily involved. Explain to the children that this person in their freeze frame just happened to see what was going on. Ask the children to pay particular attention to facial expressions, actions and body language. Share each of the freeze-frames in the group.</p> <p><b>Let me learn:</b> Slide 1: Allow each group to share their freeze-frame. As each group is observing ask them to think and share: 1) What they think is happening in the scene 2) What could the person who is being hurt/bullied do about the situation 3) What the person watching (the bystander) is thinking 4) What they think the bystander could do in each situation This can be done in a forum theatre style where the teacher asks the character directly and/or ideas can be given by the watching groups that can then be acted out by the characters in the freeze frames. Show the PowerPoint slide - Facts About Bullying</p> <p><b>In their books children record 4 things that they could do if they saw someone being bullied.</b></p> <p><b>Help me reflect</b></p>
--	---	---

What do the children in my class need in order to learn more and remember more?

**Lesson 5**

LO  
To understand we shouldn't judge people if they are different.

SK  
I know that it is OK to be different from other people and to be friends with them

**Jigsaw Charter:** Share 'The Jigsaw Charter' with the children to reinforce how we work together.

**Connect us:** Play the corner game. In one corner of the classroom, place a label with the word 'yes' and in the opposite corner one with the word 'no'. Then say a statement such as "I like eating vegetables" and children stand in the corner that applies to them. Emphasise the differences. "John likes vegetables but Tina doesn't." Repeat using the statements below: "I like playing football" "I enjoy dancing" "I like cars" "I like pop music" Again, emphasise the differences but also introduce the idea of gender stereotypes. Do all boys like football? Do all girls like dancing? Are only boys interested in cars? Are some boys also interested in pop music? Sometimes people think that some things are only for boys, and some things are only for girls. Is this right? Is it OK for a girl to enjoy football and for a boy to enjoy dancing

**Calm me:** Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

**Open my mind:** Using your class Jigsaw Jo, explain they are feeling a bit down because they are different from everyone else in the class. In pairs, ask the children to think of kind things they could say to Jigsaw Jo to help them feel they belong, even though they are different. Children share these.

**Tell me or show me** Slides 1-10: Share the PowerPoint story of 'Billy, Bella and B' with the children. In talking partners first, use the following questions to help the children understand the key concepts in the story, and then discuss as a whole class:

- Do you think B is a boy or a girl or can't you tell?
- Is it important to know if B is a boy or girl? (Through questioning lead the children towards B's gender being irrelevant, the story is about how we treat each other fairly and kindly regardless of who they are.)

Emphasise that a kind community is accepting of all sorts of different people, and that we can all work together to help everyone feel they belong. Ask the children what it feels like to have a friend. Do they think B is happy now Billy and Bella are being friendly

**Let me learn:** Imagine it is B's birthday.

**In books ask them to draw three items they would give to B. Underneath it, ask them to complete the stem sentence "I would give B these presents because..."**

**Help me reflect**  
*In books children complete the Jigsaw Assessment sheet*

What do the children in my class need in order to learn more and remember more?

**Lesson 6**

LO  
To understand that differences make us all special and unique

SK  
I know ways I am different from my friends

**Jigsaw Charter:** Share 'The Jigsaw Charter' with the children to reinforce how we work together.

**Connect us:** 'Play the game 'Pairs'. Give each child one of the pair cards (cheese and crackers, black and white, tall and short, etc.) and ask them to find their pair and sit with them in the circle.

**Calm me:** Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

**Open my mind:** Remind the children about the story from last time – 'Billy, Bella and B' and ask them to think about how the characters were different but could still be friends. Make the point that we don't have to be the same or enjoy the same things to be friends. Sometimes our differences might complement each other; we are all special and unique and can bring different qualities to friendship

**Tell me or show me/Let me learn:**  
***In their books children record:***  
***Write and draw how my friend is different from me Section***  
***Write and draw how my friend is similar to me***  
***Write and draw how it feels to be friends***  
***Write and draw how I would stand up for my friend if someone was bullying them***  
***Or***  
***What is a stereotype?***  
***Can you think of an example of a stereotype- perhaps about being a boy or a girl?***  
***Are stereotypes fair?***

		<p><i>Why do you think differences between people sometimes means one bullies the other?</i> <i>If someone was being bullied what sort of things could you do to help?</i></p>
--	--	--

**Help me reflect**

*In books children complete the Jigsaw Assessment sheet*

<p>What do the children in my class need in order to learn more and remember more?</p>
--