

PSHE Year Four

Summer 1: Relationships

Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 8-9 5-RL Pieces
1-6.pdf



UK 8-9 5-RL Piece
1.ppt



UK 8-9 5-RL Piece
2.ppt



UK 8-9 5-RL Piece
3.ppt



UK 8-9 5-RL Piece
4.ppt



UK 8-9 5-RL Piece
5.ppt



UK 8-9 5-RL Piece
6.ppt

Key Vocabulary

Lesson 1: Relationship Close Jealousy Problem-solve Emotions Positive Negative

Lesson 2: Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief Acceptance Depression

Lesson 3: Souvenir Memento Memorial Loss Memories Special Remember

Lesson 4: Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy

Lesson 5: Boyfriend Girlfriend Attraction Pressure Personal Comfortable

Lesson 6: Special Love Appreciation Symbol Care

Prior Unit:

Year 1: Jigsaw Unit: Relationships

Year 2: Jigsaw Unit: Relationships

Year 3: Jigsaw Unit: Relationships

Future Unit:

Year 5: Jigsaw Unit: Relationships

Sticky knowledge:

- I know what causes jealous feelings.
- I know how most people feel when they lose someone or something, they love
- I can tell you about someone I know that I no longer see
- I know how to make new friends
- I know how to manage my feelings when I fall out with my friends.
- I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older
- I know how to show love and appreciation to the people and animals who are special to me

Learning intentions

- I can identify jealous feelings
- I know how most people feel when they lose someone or something they love
- I know that I can remember people even if I no longer see them
- know how to stand up for myself
- I know how to negotiate and compromise
- I know that boyfriend / girlfriend relationships are special
- I know it's OK not to have a boyfriend / girlfriend.
- I know that I can love and be loved

Key Questions

Lesson 1: Do relationships always stay the same if not how do they change? What is being jealous and how does it feel?

Lesson 2: What feelings might people experience when they lose someone close to them? How can people manage these feelings? How can you show you value the special people in your life?

Lesson 3: What might be a reason for no longer seeing someone? How can we remember those people? How can we remember people and animals that we no longer see? Why do we remember them? How has that person or animal been special to you?

Lesson 4: What are the positive things about having friends? Are there any negative things about friendships?

Lesson 5: Why did you place yourself in that position? What are the reasons behind your choice?

Lesson 6: Who is special to you? What colour reminds you of that person/pet? What symbol? What word?

	LO	Lesson outline
Lesson 1	<p>LO To identify jealous feelings.</p> <p>SK I can recognise situations which can cause jealousy in relationships</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: In pairs ask the children to discuss how a friendship/relationship can change.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open My Mind: Slides 1-3: Show the children the photos in the 'Jealousy PowerPoint' and ask them to briefly discuss in their pairs what they think is going on in each picture, and how the people are feeling. Can they work out a connection between all three images? As a whole class, discuss their ideas and draw out that the connection is jealous behavior.</p> <p>Tell me or show me: Share the 'Situation cards' and children sort into 2 piles</p> <p>1) Situations that could cause a lot of jealous feelings</p>

		<p>2) Situations that could cause fewer jealous feelings Discuss what causes jealousy.</p> <p><i>In books children record the causes of jealousy.</i></p> <p>Let me learn: group children and give them a challenge to problem solve.</p> <p>Children record their ideas to solve the problem in their books.in their book.</p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>
<p>Lesson 2</p>	<p>LO To know how most people feel when they lose someone or something they love</p> <p>SK I can identify someone I love and can say why they are special to me</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play switch. 'Switch' places if: You have ever lost something important to you etc.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind/Tell me or show me: Read the Jigsaw In Focus book 'Can You Hear the Sea?' After the story, explain that when we lose special people, pets and things in our lives we experience lots of different feelings. This is normal. Loss is a fact of life - sooner or later we will all have times when someone close dies or leaves us, or there is a big change in our lives, like moving away</p> <p><i>In books children record how the story made them feel.</i></p> <p>Let me learn; On six pieces of already prepared flipchart, have the following loss situations written in a bubble in the middle:</p> <ol style="list-style-type: none"> 1) You have to move to a new school and leave your best friend behind 2) A pet dies 3) A grandparent dies 4) You lose a special object that was given to you 5) You lose a special piece of work that you have spent a long time doing 6) You lose your place in a sports team <p>Children choose one and record in their books how they might feel.</p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>
<p>Lesson 3</p>	<p>LO To know that I can remember people even if I no longer see them</p> <p>SK I can tell you about someone I know that I no longer see</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: In a circle, children pass Jigsaw Jaz around the circle behind their backs.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: In pairs, ask the children to think of something they have at home that is a reminder of a special event: perhaps a holiday, trip or visit. Children share these.</p> <p>Tell me or show me: Slide 1: In small groups, children list and write reasons why they might not see a person they once knew e.g. family members who live abroad, friends who moved away, people who have died, family members falling out and splitting up, etc.</p> <p><i>Children record reasons why they might not see someone in books.</i></p> <p>Let me learn: Children are told that Jaz's dog "Tammy" has died. In small groups children are given the challenge to create something to put inside Jaz's memory box to remember Tammy. This could be a picture or a poem, or maybe something special to Tammy e.g. her favourite toy/collar. When completed. Children share.</p> <p><i>Children record ideas for memory box in books.</i></p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>
<p>Lesson 4</p>	<p>LO To know how to stand up for myself</p> <p>SK I recognise that friendships change, know how to make new friends and how to manage when I fall out with my friends</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play 'Mix it up'. Children to rearrange themselves in order of their birthdays etc.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: With the class sitting in a circle, and using Jigsaw Jaz as the 'talking object', ask the children to complete the sentence... 'A friend is someone who can...'</p> <p>Tell me or show me: Slides 1-3: Explain that changes in friendship is a normal part of life, and as we get older our friendship groups can change. The teacher could exemplify this by sharing some personal examples e.g. a best friend at secondary school they no longer are in contact with, a best friend in college who they are still very close to etc. Using a scenario (See attached unit plan) child use the solve it together technique</p> <p>Let me learn: With the children in pairs, give each pair one of the 'Make Friends, Break Friends?' scenarios - one child has card A and the other card B.</p> <p><i>Children record how they feel in books in relation to the scenario, the outcome and why they have acted the way that they have.</i></p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>

<p>Lesson 5</p>	<p>LO To know that boyfriend / girlfriend relationships are special</p> <p>SK I understand what having a boyfriend/ girlfriend might mean and that it's a special relationship for when I am older</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Discuss with children songs / TV shows / books that have love, romance, relationships in them. Why is this?</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Read out several statements and for each one they should number it 1 to 5. 1 (agree) to 5 (disagree).</p> <p>Children record their responses in their books and give a reason why.</p> <p>Tell me or show me: Slides 1-10: Show the PowerPoint slides of boyfriend/girlfriend couples. What does having a boyfriend or girlfriend mean? How is it different to being friends?</p> <p>In books record things that make them trust and things that stop them from trusting someone.</p> <p>Let me learn: Discuss whether they think they are old enough to make decisions that could affect the rest of their life. (see attached lesson plan).</p> <p>Help me reflect In books children complete the Jigsaw Assessment sheet</p>
<p>Lesson 6</p>	<p>LO To know how to negotiate and compromise</p> <p>SK I know how to show love and appreciation to the people and animals who are special to me</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Children play instruction game. Teacher calls out and children follow.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open My Mind: Ask the children to think about someone, or a pet who is special to them. Then ask the children, still thinking of that person, to write down:</p> <ul style="list-style-type: none"> • A colour that reminds them of that person e.g., green • A word that reminds them of that person e.g., love, fun <p>Tell me or show me: Set the challenge for them to create a mini-collage to represent the person they thought about using their ideas.</p> <p>Children record this collage in their book and annotate.</p> <p>Help me reflect In books children complete the Jigsaw Assessment sheet</p>