

PSHE Year Three

Autumn Term one - *Being me in my World*

Jigsaw curriculum Resources:
PowerPoints and unit resources



UK 7-8 1-BM Pieces
1-6.pdf



UK 7-8 1-BM Piece
1.pptx



UK 7-8 1-BM Piece
2.pptx



UK 7-8 1-BM Piece
3.pptx



UK 7-8 1-BM Piece
4.pptx



UK 7-8 1-BM Piece
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UK 7-8 1-BM Piece
6.pptx

Key Vocabulary

Lesson 1) Welcome Valued Achievements Proud Pleased Personal goal Praise Acknowledge Affirm

Lesson 2) Emotions Feelings Nightmare Fears Worries Solutions Support

Lesson 3) Rights Responsibilities Learning Charter Nightmare Dream

Lesson 4) Behaviour Rewards Consequences Actions Feelings Rights Responsibilities Fairness Choices

Lesson 5) Co-operate Rights Responsibilities Rewards Consequences Choices Learning Charter Challenge Group dynamics Team work

Lesson 6) Learning Charter Actions Viewpoint Ideal school Belong

Prior Unit:

Year 2 Jigsaw - Being me in my World

Future Unit:

Year 4 Jigsaw- Being me in my World

Sticky knowledge:

- I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal.
- I can face new challenges positively, make responsible choices and ask for help when I need it.
- I understand why rules are needed and how they relate to rights and responsibilities.
- I understand that my actions affect myself and others and I care about other people's feelings.
- I can make responsible choices and take action.
- I understand my actions affect others and try to see things from their points of view.

Learning intention

- I value myself and know how to make someone else feel welcome and valued.
- I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.
- I know how to make others feel valued.
- I understand that my behaviour brings rewards/consequences.
- I can work cooperatively in a group.
- I am choosing to follow the Learning Charter.

Key Questions

Lesson 1) How well do you know your classmates?

Lesson 2) N/A

Lesson 3) What do you need in order to learn? How can you work together to help each other learn? Do you know how and when you learn best?

Lesson 4) N/A

Lesson 5) What sort of thoughts might be making Sam feel scared? What sort of things can we say/draw in our card to make Sam feel welcome/valued? What can we say about our Learning Charter and why it will help Sam belong and feel safe in our class? Can you say one responsible choice/action that you would make to help Sam feel part of this class?

Lesson 6) How well do you think we work together as a class and in groups? Why is it important to feel valued/ that we belong? What do you think is the most important part of our Learning Charter? Why? What might be the consequences if somebody chose not to follow part of the Learning Charter? What rights do we all have in school? How do these link to our responsibilities and the rules in our Learning Charter?

	Learning Target	Lesson Outline
Lesson 1	<p>SK I know positive things about myself and my achievements</p> <p>LO To recognise my worth and can identify positive things about myself and my achievements.</p>	<p>Jigsaw Charter Connect us- Play 'Switch' Calm me- Open my mind- Place a treasure box in the centre of the circle and give each child a piece of treasure Individually the children write an achievement they have been proud of in their life onto the coin. Jigsaw Jino takes the treasure chest around the circle and each child puts their coin into the box. Once back with the teacher, the box is opened and half of the coins are read out. Tell me/Show me- discuss in pairs something similar they both enjoy doing. Each pair shares their idea using Jigsaw Jino as the 'talking object' who is passed around the circle</p> <p>Let me learn-</p>

	<p>I can set personal goals I know how to use my Jigsaw Journal.</p> <p>I value myself and know how to make someone else feel welcome and valued.</p> <p>SK I know positive things about myself and my achievements</p>	<p>Floor book : write personal goal they have for this school year. The children bring their medals back to the circle and passing Jigsaw Jino around, each child shares what they have written. Read out the other half of the coins.</p> <p>Help me reflect- slide 3</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 be able to face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>To recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.</p> <p>SK I can recognise my own and other people's feelings.</p>	<p>Jigsaw Charter Connect us- Sitting in pairs in the circle, pass around Jigsaw Jino's Feelings Bag (small bag with feelings cards inside). One child in each pair picks out a card. In the pair they discuss how they will mime the feeling to the rest of the circle.</p> <p>Calm me- Open my mind- around the circle complete the sentence 'This school would be a nightmare if...'</p> <p>Tell me/Show me- Children have paper folded in half. On the left and side the children to draw their nightmare school adding a few words to explain if necessary. Answer the questions (in planning) around the picture.</p> <p>Floor book: Evidence the children's work Let me learn-Jigsaw Jino is new to this class and might have some worries. What might he be worrying about? Do you have any solutions?</p> <p>Help me reflect- slide 3</p>
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<p>Lesson 3</p>	<p>LO To identify why rules are needed and how they relate to rights and responsibilities.</p> <p>SK I know why rules are needed.</p>	<p>Jigsaw Charter Connect us- Using Jigsaw Jino as the talking object and remembering the right to pass, invite children in turn to introduce themselves using an adjective to describe an aspect of their character.</p> <p>Calm me Open my mind- Working in the same groups when they created their Nightmare school, the children now draw their 'Dream school' on the right-hand side of the flip chart. Answer questions in the planning around the outside.</p> <p>Tell me/Show me- Show their work. Ask the children to consider where your school fits in...is it more like the Dream school or Nightmare school? Does it have parts of both?</p> <p>Floor books: Using the work from Dream School and Nightmare School, create a Learning Charter as a class.</p> <p>Help me reflect- slide 3</p>
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<p>Lesson 4</p>	<p>LO To identify that my actions affect myself and others and I care about other people's feelings.</p> <p>To know that my behaviour brings rewards/consequences.</p> <p>SK I know that actions have consequences.</p>	<p>Jigsaw Charter Connect us- Play The Farmyard Game Calm me Open my mind- Give the children some thinking time in pairs to answer the following starter sentence: In our school we have a responsibility to....Use Jigsaw Jino to share thoughts. Tell me/Show me- Using the first scenario (Aman) as an example, invite the children to discuss as a class what they would do and what the possible consequences might be. Use Jigsaw Jino as the talking object to share the children's ideas.</p> <p>Let me learn- Hand out a set of scenario cards to each group. Discuss the points in the planning. Then think of suitable rewards and consequences. They should be realistic and proportionate.</p> <p>Floor book <i>Stick in the scenario cards and write the reward and consequence.</i> Help me reflect- slide 1</p>
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<p>Lesson 5</p>	<p>LO To make responsible choices and take action.</p> <p>SK I know how to work cooperatively and make responsible choices.</p>	<p>Jigsaw Charter Connect us- Play Switch Calm me Open my mind- Read/show 'Sam's letter' to the children and explain that their task will be to design a 'Welcome to our class card' for Sam. Tell me/Show me- create a 'mood board' for their designs. Ask the children to work in pairs and hand out some 'post-it' notes to each pair. Using the prompt questions ask the children to write their ideas on the 'post-its'. Collect these in after each question and combine them to create a class wall of ideas which will act as the mood board/ aide memoire.</p> <p>Let me learn- Combine two pairs to make groups of four. Each group needs to work cooperatively to create their card for Sam. Highlight that one of the learning intentions of today's lesson is to work cooperatively as a group so everyone needs to be thinking about the things they need to do to make their group work well together. In books: photocopy the card to stick in books. Help me reflect- Briefly take feedback from the children about their group work experience. Who made the decisions? Was there a leader? Did everyone feel listened to/ play a part? Which decision systems worked the best? Explain everyone will have another opportunity to work on the card as a group, so if they feel their group could be a more effective team, they can make changes next time. Slide 2</p>
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<p>Lesson 6</p>	<p>LO To understand my actions affect others and try to see things from their points of view.</p> <p>SK I know my actions affect others</p>	<p>Jigsaw Charter Connect us- Play the Farmyard game. Calm me- Open my mind- Slide 1: Explain that people often have different viewpoints about something. For example, someone in a group might feel they haven't been listened to, while other people in the group think that everyone has had a fair turn. Show the 'What do we see?' picture (slide 1) but don't reveal the scenarios yet. Ask the children to discuss in pairs what they think is going on in the picture and share some of their ideas. Read out the two scenario cards that go with the picture and then ask the children to think which of these is most likely to be the accurate one. Why? Share their ideas then explain that both scenarios could be real and draw out how things can be seen differently and different interpretations can cause people to act differently. Make the point that in the school it is important that everyone has a shared viewpoint /vision and a Learning Charter so that everyone is clear about how we want the school community to be. Tell me/Show me- Revisit ideas from the 'mood board' the children created last time to help them create a card for Sam. Explain Sam has a different view of the school at the moment – why is this? Can the children include things in their cards that will help Sam understand the Learning Charter and feel more confident about coming to school?</p> <p>Floor book: Continue with their card. Help me reflect- slide 2</p>
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