

# PSHE Year Three

## Autumn Term Two - Celebrating Difference

### Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 7-8 2-CD Pieces  
1-6.pdf



UK 7-8 2-CD Piece  
1.ppt



UK 7-8 2-CD Piece  
2.ppt



UK 7-8 2-CD Piece  
3.pptx



UK 7-8 2-CD Piece  
4.pptx



UK 7-8 2-CD Piece  
5.ppt



UK 7-8 2-CD Piece  
6.pptx

### Key Vocabulary

**Lesson 1)** Family Loving Caring Safe Connected Difference Special

**Lesson 2)** Family Conflict Solve it together Solutions Resolve

**Lesson 3)** Witness Bystander Bullying Gay Unkind Feelings Tell

**Lesson 4)** Witness Bystander Bullying Gay Unkind Feelings Tell

**Lesson 5)** Consequences Hurtful Solve it together Gay

**Lesson 6)** Compliment Special Unique Difference Similarity

### Prior Unit:

Year 2 Jigsaw – Celebrating Difference

### Future Unit:

Year 4 Jigsaw- Celebrating Difference

### Sticky knowledge:

- I understand that everybody's family is different and important to them.
- I understand that differences and conflicts sometimes happen among family members.
- I know what it means to be a witness to bullying.
- I know that witnesses can make the situation better or worse by what they do.
- I recognise that some words are used in hurtful ways
- I can tell you about a time when my words affected someone's feelings and what the consequences were

### Learning intentions

- I appreciate my family/the people who care for me.
- I know how to calm myself down and can use the 'Solve it together' technique
- I know some ways of helping to make someone who is bullied feel better.
- I can problem-solve a bullying situation with others.
- I try hard not to use hurtful words (e.g. gay, fat)
- I can give and receive compliments and know how this feels.

### Key Questions

**Lesson 1)** What is a family? What makes a family? Who is in your family? What does your family mean to you? What words describe how you feel about your family?

**Lesson 2)** What do you see in the picture? What feelings do each of the people feel? How might this situation be solved? What is the conflict? Who is affected? Can the conflict be solved? What are the possible solutions?

**Lesson 3)** N/A

**Lesson 4)** How do you think a witness/bystander might feel if they saw someone being bullied? What would you feel? What might you do?

**Lesson 5)** What is bullying? What might the consequences be for using hurtful words?

**Lesson 6)** How are we special and the same? How are we special, unique and different?

	Learning Target	Lesson Outline
Lesson 1	<p><b>LO</b> To appreciate my family/the people who care for me.</p> <p><b>SK</b> I understand that everybody's family is different and important to them.</p>	<p><b>Jigsaw Charter</b>  <b>Connect us-</b> Pass the squeeze. Next, in talking partners, ask the children to identify one way their families are the same and one way their families are different. Pass Jigsaw Jino around the circle and ask the pairs to complete the sentences: "One way our families are the same is..." "One way our families are different is..."  <b>Calm me-</b>  <b>Open my mind-</b> teacher shows pictures of their family After each picture ask the children if they can guess who it is. Can they work out the connections between the different pictures?  <b>Tell me/Show me-</b> slides 1-12 Ask the children which pictures show a family and why. Challenge the children's stereotypical views as each picture is shown. which ones show people who are married. Dispel any stereotypes. Discuss different types of families inc. ones not shown in the pictures. Explain what marriage is and that any two adults can get married. Ask the children to work in groups to come up with a definition using the stem sentence "A family is..."  <b>Let me learn- In books:</b> Draw a picture of their own family using picture frame template and write a paragraph/ words around the frame saying what their family means to them.  <b>Help me reflect-</b> slide 14</p>

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

<b>Lesson 2</b>	<p><b>LO</b> To be able to calm myself down and can use the 'Solve it together' technique.</p> <p><b>SK</b> I know differences and conflicts sometimes happen among family members.</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Pass around Jigsaw Jino's feelings bag. Play the letters game. <b>Calm me-</b> <b>Open my mind-</b> slides 1-2 family conflict situation between two parents. Ask the children what they see in the picture. What are the people feeling? What has just happened? Do the same with slide 2 - Conflict between siblings. It is normal for there to be conflict in families and that there are ways to solve it. Be vigilant and reinforce that all children have the right to be safe in their families. Make sure that the children know they can talk to you if this lesson raises any issues for them. <b>Tell me/Show me-</b> Read out the following scenario and ask the children to think about the situation and the people involved. Nova has an older brother Caleb who is at senior school. Caleb is always on his phone or tablet. Nova's Mum gets cross with Caleb and asks him to get off his phone because she says it is unhealthy to spend so much time looking at screens. There is always an argument about it because Caleb doesn't agree. Nova gets her tablet taken away too, even though it's not her fault. Use the 'Solve it Together' process to work through the conflict with the children so they understand the steps involved. <b>Let me learn-</b> slide 3: Divide the children into small groups and give each group one of the family scenario cards. Ask them to discuss or role play the 'Solve it Together' technique to resolve the conflict. <b>Floor book Give each child a copy of the Solve it Together and write how they solved the conflict.</b> <b>Help me reflect-</b> slide 5</p>
-----------------	---	---

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

<b>Lesson 3</b>	<p><b>LO</b> To identify ways of helping to make someone who is bullied feel better.</p> <p><b>SK</b> I know what it means to be a witness to bullying.</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Play Switch <b>Calm me-</b> <b>Open my mind-</b> Sing or listen to the Jigsaw song: 'There's A Place'. Draw out the anti-bullying messages from the lyrics. <b>Tell me/Show me-</b> Slide 2: Divide the children into groups and set them this challenge... "If an alien from outer space landed today and wanted to know what bullying was... how would you explain it to them?" Guide the discussion towards the key features of bullying (compared to one-off incidents). <b>Let me learn-</b> Slides 3-8: Read the resource sheet: 'Bullying story'. Clarify what happened in the story and ask the children to think about why bullying happens. Clarify the meaning of the word 'gay'. Give them each a piece of paper that they fold into two. Show the children how to place their hand near the centre fold so that when they draw and cut around their hand outline without cutting the fold, there will be two hands joined together. On the hands they write an idea about how they could help someone who is being bullied to feel better. <b>Floor books: Stick in their hand or display in the classroom and put a photograph/ picture in</b> <b>Help me reflect-</b> Slide 9</p>
-----------------	---	--

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

<b>Lesson 4</b>	<p><b>LO</b> To problem-solve a bullying situation with others.</p> <p><b>SK</b> I know that witnesses can make the situation better or worse by what they do.</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Play word ping pong <b>Calm me-</b> <b>Open my mind-</b> Use the first scenario from the scenario cards. Do they think this scenario is bullying? (As the scenario reads it isn't bullying and more likely to be a one-off incident, but if it was repeated with intent it could turn into a bullying scenario over time). Ask what they would do if they were a witness to this incident, and using Jino again, share some of the children's ideas. <b>Tell me/Show me-</b> Witnesses to bullying are often referred to as bystanders. Bystanders could: Help the person being bullied in some way, do nothing and ignore that it's happening, Join in with the bullying. Ask the children to briefly discuss in pairs why they think that some bystanders choose to ignore or join in? Slide 1: Recap the Solve it Together technique and go through the steps with the children for the scenario they have just discussed. <b>Let me learn-</b> Slide 2: Divide the class into groups and hand each one a scenario card. Can they first decide if it is bullying or not bullying? Can they tell? If it isn't bullying, could it become bullying? How? Ask each group to share their scenario and what they think about it. use the Solve it Together technique to solve the scenario they have. <b>Floor book stick in their scenario and write how they solved the problem.</b></p>
-----------------	--	---

		<b>Help me reflect-</b> Slide 4
--	--	---------------------------------

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

<b>Lesson 5</b>	<p><b>LO</b> To be aware of not using hurtful words (e.g. gay, fat)</p> <p><b>SK</b> I know some words are used in hurtful ways</p>	<p><b>Jigsaw Charter</b>  <b>Connect us-</b> play the Wave game  <b>Calm me-</b>  <b>Open my mind-</b> Slide 1: Show the children the PowerPoint slide: ‘Sticks and stones can break my bones but words can never hurt me’. In talking partners, children discuss this statement. Do they agree/disagree and why? Take some feedback using Jigsaw Jino as the talking object.  <b>Tell me/Show me-</b> Slides 3-4: Consequences game (see PowerPoint for questions but do not show children at this stage). Each child has a piece of A4 paper. Ask the children to write one answer on their paper in response to question 1. They then fold the paper with that answer on away from them and pass the strip of paper to the person on their left. That person writes their response to question 2 and folds that answer away from them, and passes the paper to the person on their left. Continue until all six questions are answered on the paper by six different people. Invite one child to open up their consequences paper and model how they tell the story using the six questions (show questions on PowerPoint and see the example story.) Then, invite another child to create a similar story using the answers on their piece of paper. Draw out how hurtful words can be and discuss some of the reasons why some children use hurtful words towards others. Ask the children if this is ‘bullying’.  <b>Let me learn-</b> Slide 5. In small groups, children tell each other the story from their answers on their pieces of paper. After each story the scribe in the group writes on flipchart a list of hurtful words and the reasons these might have been said. Summarise the hurtful words and reasons for them. Use the ‘Solve it Together’ sheet to use for the scenarios /  <b>Floor book consequences story into books and write three words to describe how it felt to be upset by hurtful words.</b>  <b>Help me reflect-</b> Slide 6</p>
-----------------	---	--

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

<b>Lesson 6</b>	<p><b>LO</b> To be able to receive compliments and know how this feels.</p> <p><b>SK</b> I can talk about a time when my words affected someone’s feelings and what the consequences were</p>	<p><b>Jigsaw Charter</b>  <b>Connect us-</b>Play Switch but this time the children switch if they can think of someone they would give the following compliments to:• Thank you for being a special friend • Thank you for helping me with my work• I like playing with you at playtime• I like how you are so kind and friendly• I respect how good you are at PE• I like how you can make people laugh. How does it feel to give people compliments?  <b>Calm me-</b>  <b>Open my mind-</b> Give each child a piece of paper with another child’s name on (try to make sure they don’t get someone from their friendship group). Write down a compliment about the child who is on their slip of paper and hand it to the teacher. Check the compliments to ensure they are appropriate and then read them out to the circle. Ask the children how they feel about receiving the compliments. Did anyone feel embarrassed? Why do people sometimes feel embarrassed if they are offered a compliment?  <b>Tell me/Show me-</b> Hand out a compliment/ story kite template to each child. Read out Harlon’s story. At each of the pause points in the story ask the children to write/and draw in the appropriate section of the kite template.  <b>Floor book: Stick the kites into their books.</b>  <b>Help me reflect-</b> Slide 1</p>
-----------------	---	---

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