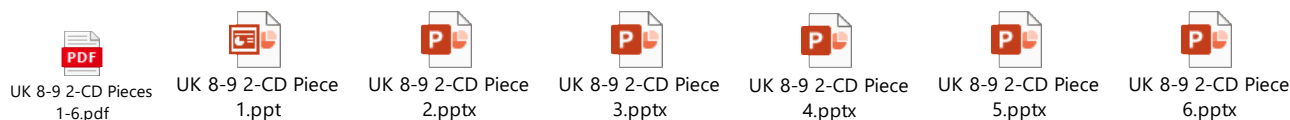


PSHE Year Four

Spring 1 - Celebrating Difference

Jigsaw curriculum Resources:

PowerPoints and unit resources



Key Vocabulary

Lesson 1) Character Assumption Judgement Surprised Different Appearance Accept

Lesson 2) Assumption Influence Appearance Opinion Attitude Judgement

Lesson 3) Bullying Friend Secret Deliberate On purpose Bystander Witness

Lesson 4) Witness Bystander Bully Problem solve Cyber bullying Text message Website Troll

Lesson 5) Special Unique Different Characteristics Physical features

Lesson 6) Impression Changed Judgement Assumption Influence Special Different Accept

Prior Unit:

Year 3 Jigsaw – Celebrating Difference

Future Unit:

Year 5 Jigsaw- Celebrating Difference

Sticky knowledge:

- I appreciate my family/the people who care for me.
- Stereotypes and social media are ways we might be influenced to make assumptions.
- I know some ways of helping to make someone who is bullied feel better.
- To stay safe online I should...
- Some words are hurtful (e.g. gay, fat) but we should use kind words.
- To know not to judge people

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) Has anything surprised you? What assumptions did you make?

Lesson 2) What influences you the most? What assumptions do you make? Do you make assumptions that are mostly right or not?

Lesson 3) N/A

Lesson 4) N/A

Lesson 5) What characteristics do you like about yourself and your friends? What are the special qualities and characteristics you have? What makes you unique?

Lesson 6) Who have you made an assumption about? What first impression have you had about a teacher in this school? How would it feel to have a wrong judgement made about you?)

	Learning Target	Lesson Outline
Lesson 1	<p>LT understand that everybody's family is different and important to them.</p> <p>SK: I appreciate my family/the people who care for me.</p>	<p>Jigsaw Charter Connect us- Play ‘What are you doing?’ Calm me- Open my mind- Children write the numbers 1-5 down the side of the page in their books. Read each stem sentence in turn, asking the children to write their spontaneous answer to each question as you go along. 1. Boys are...2. Girls are...3. Police Officers are...4. Rich people are...5. Sporty people are... Tell me/Show me- Give 1 picture to each group and a pair of glasses with different coloured lenses (these need to be premade). Look at the character through their glasses and answer these questions in their books. How old am I? What is my favourite food? What is my hobby? What is my secret? In their groups, compare their answers. Why are they all different when it's the same picture? Explain how they were making assumptions. Where did the assumptions come from? Do they lead to positive or negative thoughts? Let me learn- Then give each group a pair of clear lens spectacles and each group their character answer card. Ask them to now look through their clear spectacles and read the actual answers to the questions. Floor book : Write the real answers underneath their assumed answers. Help me reflect- slide 2</p>
Lesson 2	To understand what influences us to make	Jigsaw Charter

	<p>assumptions based on how people look</p> <p>SK: Stereotypes and social media are ways we might be influenced to make assumptions.</p>	<p>Connect us- talk in their pairs about the physical features that they like about themselves. Then pass Jigsaw Jaz around the circle and ask the children to share one thing they like about their physical appearance. Reinforce how good it is to be different and unique,</p> <p>Calm me-</p> <p>Open my mind- Share with the children the optical illusion- describe what they see. How we look at something influences what we see; if we look at something one way, we see one thing but if we look at the same thing a different way then we can see something completely different.</p> <p>Tell me/Show me- slides 1-4. Slide 1 write 3 words to describe their thoughts when they look at the picture. Slide 2- This is Jenny's response. Slide 3- This is Jade's response. Why do you think Jade wrote different things to Jenny?. What experiences might she have had to give her these thoughts about dogs? Slide 4- How would you feel if you had had Jade's experiences? In Talking Partners, discuss how your own experiences of dogs have led you to write the 3 words when you saw the dog on Slide 1.</p> <p>Let me learn- Give children three of the response strips. Ask children to write three words in Box 2 to describe their thoughts about that person/thing. In Box 3, children identify what has influenced them to make that response. It is important that teachers reinforce that stereotypes are sometimes not helpful influences, and often the media reinforces these e.g. all homeless people are dirty, all asylum seekers are criminals etc. Social media also makes us compare ourselves with others and we may not be seeing the true picture. It is important for us to be as happy as we can be with ourselves because a lot of things we see in the media and social media are 'fake'. Do children JUST have to be aware of strangers in cars? Could other people also hurt them? How do they know? What could they do if they were warned about this?</p> <p>Floor book: stick in strips.</p> <p>Help me reflect- slide 6</p>
<p>Lesson 3</p>	<p>LT: To know what it means to be a witness to bullying.</p> <p>SK: I know some ways of helping to make someone who is bullied feel better.</p>	<p>Jigsaw Charter</p> <p>Connect us- Play Switch- see plan for additional questions.</p> <p>Calm me-</p> <p>Open my mind- Slide 1: Sing or listen to the Jigsaw song: There's A Place. Ask the children to pick out some words from the lyrics that teach us about how to respect each other.</p> <p>Tell me/Show me- Share Maya's story with the children. Ask the children to think about how the bullying started and why it was hard for Maya and other people to spot. In groups divide flip chart paper into three. In the first section ask the children to list any reasons why they think one person might bully another. what could turn a one-off incident into bullying. Can they spot that in Maya's story? Should they report every one-off incident, or would they be better to wait until they know it really is bullying? What are their thoughts?</p> <p>Let me learn- In the second section of their group flip chart to write down what Maya may be thinking and feeling when the bully comes up to her in school, or she logs on to the videogame. In the third section of the flip chart the children write down what the bystander might be feeling. Could all bystanders feel the same way about the bullying?</p> <p>Floor book: A photograph of their work.</p> <p>Help me reflect- slide 3</p>
<p>Lesson 4</p>	<p>LT: To know the dangers of the internet and how to keep safe</p> <p>SK: To stay safe online I should...</p>	<p>Cross curricular with online safety</p> <p>Jigsaw Charter</p> <p>Connect us- Play word ping-pong</p> <p>Calm me</p> <p>Open my mind- Remind the children of Maya's story from last lesson and discuss in groups (prompt questions in planning if needed).</p> <p>Tell me/Show me- Slide 1- what they would do if they were a bystander in Maya's story? Bystanders can find ways to help, ignore it, Join in. Maya was being 'trolled' on the internet -what does that mean?</p> <p>Explain that some people can become internet 'trolls' because they don't see the effect on the person and they think it's fun. It is REALLY important that EVERYONE PAUSES, stops and thinks before sending ANYTHING online or by phone. Calm me can really help us and that is why we practise it. Share these key messages: Don't reply to messages and posts that upset you, instead PAUSE and show an adult who you trust. Never reply to a message that comes from a person you don't know. PAUSE and tell a trusted adult. Never give a person on the internet your personal or private details (like a phone number, passwords, usernames, what school you go to, your email etc) PAUSE and tell a trusted adult. Be careful when sharing pictures of yourself online- think about who will see them and where they could be sent on to. If in doubt, PAUSE and don't post the picture. PAUSE and think - some people are 'fakes' on the internet and are not who they say they are, so if someone asks you to do something stop and think if it is a sensible thing to do and then check it out with a trusted adult. If you are worried about anything online tell an adult you trust. Remember that adults are NOT here to spoil your fun, but to keep you safe. Children who share with their parents and carers what they do on the internet are more TRUSTED than those who don't.</p> <p>Floor book: children to design a poster about internet safety for a younger child</p> <p>Help me reflect- slide 2</p>
<p>Lesson 5</p>	<p>LT: To know that words can effect people's feelings</p>	<p>Jigsaw Charter</p> <p>Connect us- Give the children two coloured strips of paper with the sentence stem, 'I am special because...' written on it. Ask the children to write something on each strip of paper about themselves.</p>

	<p>SK: Some words are hurtful (e.g. gay, fat) but we should use kind words.</p>	<p>Then, with glue, ask the children to link the strips of paper into a paper chain of special things about the class.</p> <p>Calm me-</p> <p>Open my mind- Hand out a small mirror to each child. Ask them to look at their reflection and to choose two things they like about their physical appearance. Was the task easy or difficult?</p> <p>Tell me/Show me- Share photos of the class and ask the children to notice and celebrate something in each of the photos. Draw out the physical qualities of the children in the pictures and also adjectives to describe what they are or might be like</p> <p>Floor book: Provide template photo frames for each of the children to place their picture in. Ask the children to write around the frame the qualities and special features about themselves.</p> <p>Help me reflect- slide 1</p>
<p>Lesson 6</p>	<p>LT: To know that making assumptions about people can hurt their feelings</p> <p>SK: To know not to judge people</p>	<p>Jigsaw Charter</p> <p>Connect us- Play Switch</p> <p>Calm me-</p> <p>Open my mind- Teacher shares a story from their own experience where they made some wrong assumptions about a person.</p> <p>Tell me/Show me- Work in talk partners and discuss a situation where they may have thought something about someone before they knew them properly. Has their opinion changed now? Make the point that sometimes we can make very wrong assumptions about people; and this can hurt their feelings. Emphasise that it is to accept people when we first meet them without judging them, give them a chance, and try to get to know them.</p> <p>Let me learn- slides 1-2- sheet with red and blue glasses. Slide 1 read Brooklyn box 1, write impressions on red glasses. Slide 2. Read Asha box 1 and write impressions on blue glasses. Slide 1- read Brooklyn box 2 and write thoughts on red glasses. Slide 2- read Asha box 2. Write thoughts about Asha on the blue glasses. Discuss the questions on slide 3.</p> <p>Floor book: stick in the glasses and the My Jigsaw Journey.</p> <p>Help me reflect- Thank the children for their ideas. Complete the My Jigsaw Journey.</p>