

# PSHE Year Five

## Autumn Term One - *Being me in my World*

### Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 9-10 1-BM Pieces  
1-6.pdf



UK 9-10 1-BM Piece  
1.pptx



UK 9-10 1-BM Piece  
2.pptx



UK 9-10 1-BM Piece  
3.pptx



UK 9-10 1-BM Piece  
4.ppt



UK 9-10 1-BM Piece  
5.ppt



UK 9-10 1-BM Piece  
6.ppt

### Key Vocabulary

**Lesson 1)** Education Appreciation Opportunities Goals Motivation Vision Hopes Challenge

**Lesson 2)** Rights Responsibilities Citizen Denied Empathise Refugee Persecution Conflict Asylum Migrant

**Lesson 3)** Rights Wealth Poverty Responsibilities Prejudice Citizen Privilege Deprive

**Lesson 4)** Rights Responsibilities Rewards Consequences Choices Learning Charter

**Lesson 5)** Rights Responsibilities Rewards Consequences Cooperation Collaboration

**Lesson 6)** Learning Charter Collaboration Participation Motivation Rights Responsibilities Rewards Consequences

### Prior Unit:

Year 4 Jigsaw - Being me in my World

### Future Unit:

Year 6 Jigsaw- Being me in my World

### Sticky knowledge:

- I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal.
- I understand my rights and responsibilities as a citizen of my country.
- I understand my rights and responsibilities as a citizen of my country and as a member of my school.
- I can make choices about my own behaviour because I understand how rewards and consequences feel.
- I understand how an individual's behaviour can impact on a group.
- I understand how democracy and having a voice benefits the school community and know how to participate in this.

### Learning intention

- I know what I value most about my school and can identify my hopes for this school year.
- I can empathise with people in this country whose lives are different to my own.
- I can empathise with people in this country whose lives are different to my own.
- I understand that my actions affect me and others.
- I can contribute to the group and understand how we can function best as a whole.
- I understand why our school community benefits from a Learning Charter and can help others to follow it.

### Key Questions

**Lesson 1)** What is the school trying to achieve for and with you?

**Lesson 2)** Is it the government's responsibility to ensure that every citizen in our country can have their rights met? Should a government help its own citizens before it helps refugees? What is the difference between a migrant, an asylum seeker and a refugee?

**Lesson 3)** In what ways might they be privileged? Are there any things that they take for granted about school or life, that is a struggle for others? What do ALL children need in order to be able to learn? What are your responsibilities to yourself or others so that everybody has the chance to learn? Can you identify what you need in order to learn effectively?

**Lesson 4)** N/A

**Lesson 5)** N/A

**Lesson 6)** N/A

	Learning Target	Lesson Outline
<b>Lesson 1</b>	<p><b>LO</b> tT identify what I value most about my school and can identify my hopes for this school year.</p> <p><b>SK</b> I can face new challenges positively and know how to set personal goals.</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Play the Blast Off game <b>Calm me</b> <b>Open my mind-</b> Welcome the Head teacher (or another member of the senior leadership team) to the circle and ask him/her to share his/her vision for the school, what he/she is trying to do in order to help all the children to learn as well as possible. Can he/she share the schools mission statement and briefly explain the development plan and his/her vision for each child. What is the Head teacher aiming to do? <b>Tell me/Show me-</b> Ask the Head teacher questions <b>Let me learn-</b> <i>In books: draw a wall with 8-10 bricks. On five of the bricks they write five personal learning goals for the coming year (focus on the academic). On the remaining bricks they write personal goals relating to other aspects of school life e.g. friendships, clubs, sport, music.</i> <b>Help me reflect-</b> slide 4</p>

What do the children in my class need in order to learn more and remember more?		
<p><b>Lesson 2</b></p>	<p><b>LO</b> To be able to empathise with people in this country whose lives are different to my own.</p> <p><b>SK</b> I understand my rights and responsibilities as a citizen of my country</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Blast Off game <b>Calm me</b> <b>Open my mind-</b> Slides 2-12: What do they know about the UNCRC (United Nation Convention on the Rights of the Child)? Explain that it is an international charter that was written to guarantee the rights of all children. In table groups children list what rights they think all children should have. Share then hand out a set of UNCRC Article cards to each group. Do any of the cards match their ideas. Are there some rights that they hadn't thought of that are important? <b>Tell me/Show me-</b> Explain that some of the children in the pictures might be refugees. What's a refugee? Draw out that people can have stereotypical ideas of what a refugee looks like because of pictures in the media. Any of the pictures could be a refugee. <b>Let me learn-</b> Explain to the children that the UNCRC rights mean we have to take on responsibilities. Share Article 12 with the children "I have the right to a say about decisions that affect me and to have my opinion heard." What might be the associated responsibility be? <b>In books: match the right to the responsibility.</b> <b>Help me reflect-</b> slide 13</p>
What do the children in my class need in order to learn more and remember more?		
<p><b>Lesson 3</b></p>	<p><b>LO</b> To be able to empathise with people in this country whose lives are different to my own.</p> <p><b>SK</b> I know my rights and responsibilities as a citizen of my country and as a member of my school.</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Play the game 'I sit in the woods'. <b>Calm me</b> <b>Open my mind-</b> work in pairs and think of some of the issues that a refugee or asylum seeker might face when coming to live in a new country. Using Jigsaw Jez as the talking object, go around the circle and ask each pair to share their idea. One child is in role as a refugee and stands in the centre of the circle. Rest of the class use sponge balls and roll them into the circle saying one of the issues as they do so. The 'refugee' has to try and catch all the balls. How did it feel? These are all the issues they may have to deal with. Was it a difficult task? <b>Tell me/Show me-</b> Revisit the PowerPoint pictures from last lesson. <b>Do these</b> children have everything they need to help them learn? <b>Let me learn-</b> <b>In books: Make a list of the top 6 things ALL children need in order to learn.</b> As a class decide a class top 6 from everyone's ideas. In groups discuss the responsibilities they have to uphold the 6 rights. <b>Choose one responsibility for each right and write it in their books. Write a list 1-5 of the most important things needed to help them learn.</b> <b>Help me reflect-</b> slide 2</p>
What do the children in my class need in order to learn more and remember more?		
<p><b>Lesson 4</b></p>	<p><b>LO</b> I identify that my actions affect me and others.</p> <p><b>SK</b> I can make choices about my own behaviour because I understand how rewards and consequences feel</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Play 'I sit in the woods' <b>Calm me</b> <b>Open my mind-</b> Slide 1: reflect with a partner on different types of rewards. Can they think about any that are not material rewards e.g. 'being told well-done', a smile, a hug. in the circle, children complete the sentence stem: 'The reward I would most like to receive is...' <b>Tell me/Show me-</b> In groups, choose 1 mystery item from the bag, The 'mission' is to make up a new game using the item they have selected in 10 minutes. Everyone needs to be included in the game and there needs to be a way to win the game. Share their game with the class. Do you have rules for your game? Why did you think this was necessary? Open the discussion about rules- why d we need rules in society? Why might people break the rules? Etc. Conclude that rules, rights, and responsibilities are necessary for groups of people to live harmoniously together and achieve their goals. <b>Let me learn-</b> Recap on the six rights and the responsibilities they thought of last lesson. For each right and responsibility on the flip chart can they think of an appropriate reward. Repeat with consequence. <b>Floor book: write one reward and one consequence for each of the six rights and responsibilities.</b></p>

		<b>Help me reflect-</b> slide 3
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<b>Lesson 5</b>	<p><b>LO</b> To contribute to the group and understand how we can function best as a whole.</p> <p><b>SK</b> I know an individual's behaviour can impact on a group.</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Blast Off game <b>Calm me</b> <b>Open my mind-</b> Divide the children into 5 or 6 groups, ideally with people they are not used to working with. Challenge the groups to make the tallest tower they can from tubes of rolled up newspaper and sticky tape. Set a timer for 5 minutes for the task. <b>Tell me/Show me-</b> Repeat the Newspaper Tower Challenge but this time allocate the following roles 2 (or 3) Materials Managers: they make the tubes • 2 (or 3) Designers: their role is to design and build the tower • A Timekeeper • (If there are additional children in the group they can be given the role of 'Task Managers' whose role is to provide encouragement to the team). At the end of the task ask the class if they felt the task went better the second time around. Was it easier having defined roles? Did people keep to their roles? Were there any disagreements? Do the pupils have any ideas for how to problem solve these issues: Too many ideas • Conflicts? <b>Let me learn-</b> groups decide on 6 'rules' that would be helpful for working in groups and write them onto post-it notes. After each post-it note is written ask the children to bring them to the teacher, who will sort them into categories. agree with the children which would be helpful rules to use in class this year. Write the rules as a list that can be displayed in the classroom <b>Floor books: stick their class rules in and answer the question: Why are these rules more likely to be followed compared to rules that are given with no consultation?</b> <b>Help me reflect-</b> slide 1</p>
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<b>Lesson 6</b>	<p><b>LO</b> To identify why our school community benefits from a Learning Charter and can help others to follow it.</p> <p><b>SK</b> I know how democracy and having a voice benefits the school community and know how to participate in this.</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Blast Off game <b>Calm me</b> <b>Open my mind-</b> Discuss what an agony aunt does. Have they seen or heard any examples before? <b>Tell me/Show me-</b> four groups- hand out a scenario to each group. <b>Let me learn-</b> Discuss their scenario and the advice they would offer. Offer their advice in the following way: Invite one child from a different group to 'role-play' a child in a scenario. The child role-playing does not have to say anything except sit on a chair and read out a scenario card. • The group who is presenting their piece of drama hands their scenario to be read out by the role-play child. • The group then offer their advice to the role-play child using their flip chart as a prompt, if needed. • The teacher (or another adult) acts as the role-play child's voice by standing behind them and asking appropriate questions to illicit more detailed responses from the group. Use the prompt questions on the scenario card as a guide. <b>Floor books: A photograph of their drama and a post it explaining what their scenario was and their advice and what they learned from the lesson</b> <b>Help me reflect-</b> slide 1</p>
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