

# PSHE Year Six

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

### Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 10-11 1-BM  
Pieces 1-6.pdf



UK 10-11 1-BM Piece  
1.pptx



UK 10-11 1-BM Piece  
2.pptx



UK 10-11 1-BM Piece  
3.pptx



UK 10-11 1-BM Piece  
4.pptx



UK 10-11 1-BM Piece  
5.pptx



UK 10-11 1-BM Piece  
6.pptx

### Key Vocabulary

**Lesson 1)** Goals Worries Fears Value Welcome

**Lesson 2)** Choice Ghana West Africa Cocoa plantation Cocoa pods Machete Rights Community Education

**Lesson 3)** Wants Needs Maslow Empathy Comparison Opportunities Education

**Lesson 4)** Choices Behaviour Rights Responsibilities Rewards Consequences Empathise Learning Charter Obstacles

**Lesson 5)** Rights Responsibilities Rewards Consequences Cooperation Collaboration Legal Illegal Lawful

**Lesson 6)** Laws Learning Charter Collaboration Participation Motivation Rights Responsibilities Rewards Consequences Democracy Decision Proud

### Prior Unit:

Year 5 Jigsaw - Being me in my World

### Future Unit:

KS3

### Sticky knowledge:

- I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal
- I know that there are universal rights for all children but for many children these rights are not met.
- I understand that my actions affect other people locally and globally.
- I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.
- I understand how an individual's behaviour can impact on a group.
- I understand how democracy and having a voice benefits the school community.

### Learning intention

- I feel welcome and valued and know how to make others feel the same.
- I understand my own wants and needs and can compare these with children in different communities.
- I understand my own wants and needs and can compare these with children in different communities.
- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
- 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 how I can help others to follow it by modelling it myself.

### Key Questions

**Lesson 1)** What does resilience mean? How do we build our own resilience?

**Lesson 2)** What is your favourite chocolate bar? How much does it cost? How would you feel if you were not allowed to eat anymore chocolate after today? Do you know how chocolate is made and what it is made from?

**Lesson 3)** How do you feel about some of your needs being met and some of them not yet being met? Do you have a choice in how you respond to this?)

**Lesson 4)** Which are the six most important rights you would like us to all share at our school? Which responsibilities go with those rights? Which rewards would be most motivating for you? Which consequences would you least want to deal with?

**Lesson 5)** N/A

**Lesson 6)** How can you make the decision a democratic one? Why is it important that everyone has their say in your group? Do all rules/ laws made in this country involve a debate and a vote?

	Learning Target	Lesson Outline
<b>Lesson 1</b>	<p><b>LO</b> To identify ways of how to make myself and others feel valued and welcome.</p> <p><b>SK</b> I can identify my goals for this year, understand my fears and worries about the</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Meet and Greet Bingo Game <b>Calm me</b> <b>Open my mind-</b> slide 3 Show the children the slide/photo of J.K. Rowling and explain who she is. <i><b>In books: write how they think J.K. Rowling must have felt when her books were a global success. Can they also write two sentences about their own biggest achievement?</b></i> <b>Tell me or show me-</b> With the picture of J.K. Rowling still on the screen. Share the following facts about Joanne Rowling with the children:• She enjoyed writing stories in primary school and at home. Sometimes she wrote them for her little sister.• In her teenage years, her mother became ill with Multiple Sclerosis and she had a difficult relationship with her Dad.• She went to University.• She married and had a child but got divorced after 3 years.• Her Mum died before she had invented the idea of Harry Potter so she never had a chance to tell her.• After the divorce she was living on</p>

	<p>future and know how to express them.</p>	<p>benefits/ welfare and was very poor. • 12 publishers rejected the first Harry Potter book. • She is now a billionaire and her books bring pleasure to millions of people. Ask the children if J.K. Rowling knew she wanted to be an author when she was in primary school? What are the clues? Was the path to her being a successful author a smooth one? What are the children's thoughts about how she kept going when things were difficult? Did she have resilience?</p> <p><b>Let me learn- In floor books: On the spiral template they write any worries they have about the year ahead. Then they cut around the spiral so it opens as a tree hanging/ mobile. On the flag template they write or draw a hope or dream for the year ahead.</b></p> <p><b>Help me reflect-</b> slide 4</p>
<p>What do the children in my class need in order to learn more and remember more?</p>		
<p><b>Lesson 2</b></p>	<p><b>LO</b> To identify my own wants and needs and can compare these with children in different communities.</p> <p><b>SK</b> I know that there are universal rights for all children but for many children these rights are not met.</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> People ping-pong <b>Calm me</b> <b>Open my mind-</b> Slide 1: <i>In books, children draw a rectangle and divide it into 10 equal boxes, 2 columns of 5 Children answer the questions in the first column.</i> Children leave the 5 boxes in right hand column free for later in the lesson. Debrief their answers to the first 4 questions, thanking them for their contributions but making no comments. <b>Tell me or show me-</b> Go through question 5 about chocolate. Discuss how often you eat them, cost etc do we take chocolate for granted? Show slides 2-7 then do true/false quiz (see Jigsaw planning) Briefly facilitate a class discussion about the children's perceptions of life for many children in Ghana. Also use this as an opportunity to explain there are some children in Ghana who do not have to work on plantations and do have a good education and a comfortable lifestyle (these are mainly in the cities). <b>Let me learn- In books: in the bank 5 boxes answer the questions as though they are one of the children from the power point working on a cocoa plantation.</b> <b>Help me reflect-</b> slide 9</p>
<p>What do the children in my class need in order to learn more and remember more?</p>		
<p><b>Lesson 3</b></p>	<p><b>LO</b> To be able to identify my wants and needs and compare these with children in different communities.</p> <p><b>SK</b> I know that my actions affect other people locally and globally.</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Goldfish bowl <b>Calm me</b> <b>Open my mind-</b> on a strip of paper write down all the things you would buy if you won the lottery. Read some of the things out. Make the point that we often have a lot of wants. Go through their list as cross out all the things they don't really 'need'. <b>Tell me or show me-</b> slide 1. Explain Maslow's hierarchy of need. Ask the children to identify which of the human needs must be met in order for learning to happen. <i>In books stick Maslow's triangle then 1) Highlight the needs that they think are met for them. Around the triangle, write notes on how and when these are met. 2) In a different colour, underline the needs that are not yet met for them.</i> Can they think of ways to support each other in meeting some of these needs? Is it ever possible to have all the needs met? <b>Let me learn-</b> Revisiting the life of a child worker on a Ghanaian cocoa plantation each pair highlights on Maslow triangles which of the needs might not be being met. They can write notes around the triangle showing their understanding of how these unmet needs might affect the children and their ability to learn. <b>Floor books: present both triangles and written notes from the activities.</b> <b>Help me reflect-</b> slide 3</p>
<p>What do the children in my class need in order to learn more and remember more?</p>		
<p><b>Lesson 4</b></p>	<p><b>LO</b> To identify that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Play The Treasure Keeper <b>Calm me</b> <b>Open my mind-</b> in books, create a spider diagram with treasure in the centre. Then radiating from the treasure, children write three perceived obstacles to learning- what might stop them achieving their goal? Are there people, things or behaviours that might get in the way of their learning? <b>Tell me or show me-</b> slide 2 example of a Learning Charter and how it works When people take their responsibilities seriously, they gain rewards. When they do not do this, there are consequences. Explain that the children need to think through what they would like their school or class Learning Charter to look like.</p>

	<p>SK I know rewards and consequences relate to my rights and responsibilities</p>	<p><b>Let me learn-</b> floor book: <i>fill in the rights, responsibilities, rewards and consequences that would be most meaningful to them onto a Learning Charter template.</i> Then agree on a class Learning Charter together. <b>Help me reflect-</b> slide 3</p>
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What do the children in my class need in order to learn more and remember more?

<p><b>Lesson 5</b></p>	<p><b>Lo</b> To identify ways we can function best as a whole.</p> <p>SK I know how an individual's behaviour can impact on a group.</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Play Line Up. What team work skills were needed for this game? <b>Calm me</b> <b>Open my mind-</b> Give each group a copy of the Anti-social Behaviour Scenario card to each group. Allow each group time to share the scenario and briefly discuss. Check the children's understanding of the scenario by asking them to share what they understand has happened. <b>Tell me or show me-</b> Explain to the children they are going to be given roles to discuss the scenario. Give out role cards. imagine this is a meeting in the Headteacher's office to discuss the children in the scenario. Their group task is to come to an agreement about what should happen to the two younger children who were involved in setting the bin alight. Each group will need to justify their decision using their discussions and the evidence. <b>Let me learn-</b> Discuss the scenario and the questions / <b>Floor books: Summarise the scenario and answer the questions:</b> What rights have been broken? (Encourage the children to think beyond the right to learn). • Have the two children in the scenario behaved responsibly? • Were there things that might have made responsible choices more difficult for the two children? <b>Help me reflect-</b> slide 1</p>
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<p><b>Lesson 6</b></p>	<p><b>LO</b> To give reasons why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.</p> <p>SK I know democracy and having a voice benefits the school community.</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Play Switch <b>Calm me</b> <b>Open my mind-</b> Allow the children some paired thinking time to agree on one thing that makes group work effective. Reform the role play groups from last lesson. Discuss the questions. <b>In books: Answer the questions: What parts of the Corner School's Learning Charter have been broken by the children in the scenario? Do you think as a group whether Corner School's Learning Charter applies to outside of school hours as well as when the children are at school?</b> <b>Tell me or show me-</b> Hand out the Consequences List to each group. Decide on the consequences for the two children in the scenario. Why did you choose that one? <b>Let me learn-</b> Class vote on the consequence <b>Help me reflect-</b> slide 2</p>
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