



PSHE Year Six

Autumn Term Two - Celebrating Difference

Jigsaw curriculum Resources:
PowerPoints and unit resources



UK 10-11 2-CD
Pieces 1-6.pdf



UK 10-11 2-CD Piece
1.ppt



UK 10-11 2-CD Piece
2.ppt



UK 10-11 2-CD Piece
3.ppt



UK 10-11 2-CD Piece
4.ppt



UK 10-11 2-CD Piece
5.ppt



UK 10-11 2-CD Piece
6.ppt

Key Vocabulary

Lesson 1) Normal Ability Disability Visual impairment Empathy Perception Medication Vision Blind

Lesson 2) Male Female Diversity Transgender Gender diversity Courage Fairness Rights Responsibilities

Lesson 3) Power Struggle Imbalance Control Harassment Bullying

Lesson 4) Bullying behaviour Direct Indirect Argument Recipient

Lesson 5) Para Olympian Achievement Accolade Disability Sport Perseverance Admiration Stamina

Lesson 6) Celebration Difference Conflict

Prior Unit:

Year 5 Jigsaw – Celebrating Difference

Future Unit:

KS3

Sticky knowledge:

- I understand there are different perceptions about what normal means.
- I understand how being different could affect someone's life.
- I can explain some of the ways in which one person or a group can have power over another.
- I know some of the reasons why people use bullying behaviours.
- I can give examples of people with disabilities who lead amazing lives.
- I can explain ways in which difference can be a source of conflict and a cause for celebration.

Learning intention

- I can empathise with people who are different.
- I know how it can feel to be excluded or treated badly by being different in some way.
- I understand my own wants and needs and can compare these with children in different communities.
- I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.
- I appreciate people for who they are.
- I can show empathy with people in either situation.

Key Questions

Lesson 1) What skills do you need to use to complete this task? How does it feel taking part in this task?

Lesson 2) N/A

Lesson 3) How does power affect acceptance and equality? How do people gain power over others? How can we prevent someone gaining power over us?

Lesson 4) N/A

Lesson 5) What do I admire about this Paralympian? What barriers has he/she had to overcome? Do you think that winning a medal was worth all the years of training and hard work? Is it the medal that valuable in the achievement or something else?

Lesson 6) Can you identify the source of conflict in the picture? Can you identify the reason for celebration in the picture? Where does difference fit in? Which of these are 'Protected Characteristics' in the Equality Act, 2010 (England and Wales)?

	Learning Target	Lesson Outline
Lesson 1	<p>To understand there are different perceptions about what normal means.</p> <p>SK: I can empathise with people who are different.</p>	<p>Jigsaw Charter</p> <p>Connect us- Play pass the squeeze.</p> <p>Calm me</p> <p>Open my mind- In books, complete the sentence: 'Being normal is...' Read the statements and children stand up if they think it is 'not normal' 1. To go to work at the age of 102. To be frightened of the dark 3. To get at least 50 'likes' for anything posted on the internet 4. To wear glasses 5. To want to have friends 6. Boys being good at drama and dance 7. To walk to school 8. To spend at least 2 hours every day on a mobile phone or social media 9. To eat dinner with your family around a table 10. To have two legs. Challenge perceptions of normal normal is what you are used to/what you expect. What is normal for one person won't be normal for another. Do they need to change their definition?</p> <p>Tell me/Show me- slides 1-14. Some people's views about what is normal can cause them to be prejudice. Explain prejudice and discrimination. True or False quiz.</p> <p>floor books, write what they feel about the word 'normal'.</p> <p>Help me reflect- slide 16</p>

What do the children in my class need in order to learn more and remember more?		
<p>Lesson 2</p>	<p>To understand how being different could affect someone's life.</p> <p>SK: I know how it can feel to be excluded or treated badly by being different in some way.</p>	<p>Jigsaw Charter Connect us- Then complete the round, using the stem sentence: 'To me being fair is when...' You may like to go around the circle several times. Calm me- Open my mind- Discuss similarities and differences between the community pictures. Which are more difficult to spot? What can't we see? Tell me/Show me- Slide 1: Use slide 1 to teach the children about the Law in England and Wales (The Equality Act) that protects people's rights, even if they have 'differences'. Share the story of Robert Cowell with the children (the story of one of the first transgender people in the UK to be recognised as such). After the story show the photos of Robert/Roberta. Discuss these questions as a class Why was Robert unhappy? • Why do you think Robert waited until he was an adult to transition? • Why do you think people were unkind when Robert changed to Roberta? Do you think that was fair? • Have you heard about people being transgender before? • What do you think it would feel like not being happy with who you are? • Does gender make someone a good or bad person? Emphasise that a kind community is accepting of all sorts of different people, and that we have shared rights and responsibilities to help that happen. Share some pictures of other trans people who are in the public eye. Does the Equality Act help these people? Let me learn- Each group has a sheet of A3 paper (or sugar paper) folded in half. Starting with 'Rights', ask each group to list three rights that are important in a welcoming community- write on one side of the paper. Once the children have finished, they need to pass their list to a different group. This group now lists a corresponding 'Responsibility' for each of the 'Rights'. Share their ideas. Which ones on the list would have helped Robert? Floor book, present a photo of their work. Help me reflect- slide 3</p>
What do the children in my class need in order to learn more and remember more?		
<p>Lesson 3</p>	<p>To be able to explain some of the ways in which one person or a group can have power over another.</p> <p>SK: I understand my own wants and needs and can compare these with children in different communities.</p>	<p>Jigsaw Charter Connect us- Play the game 'cool, not cool'. Calm me- Open my mind- Slide 1: Share the lyrics of the Jigsaw song: 'There's A Place' (printed copies) and ask them to underline words that represent acceptance and equality. Ask the children how it might feel to not be accepted by being different? Tell me/Show me- Give the scenario: "A boy knows something secret about another child." Ask the children how this might give the boy 'power' (his knowledge gives him power.) Give them a second scenario: "A girl has a reputation for organising her friends to beat people up on the school bus." Ask the children how this might give the girl 'power' (she has power because she manipulates her friends and because others are frightened of her). Establish with the children that there are different ways that people gain power over others and that they can only use this power if you let them. Let me learn- power scenario resource sheet and discuss each scenario to establish what gives power to the people in each scenario. Floor book -make a list of the ways people can be allowed to gain power over others. Help me reflect- slide 3</p>
What do the children in my class need in order to learn more and remember more?		
<p>Lesson 4</p>	<p>To know some of the reasons why people use bullying behaviours.</p> <p>SK: I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p>	<p>Jigsaw Charter Connect us- Play 'Zoom! Eek!' Calm me- Open my mind- Label two corners of the classroom 'bullying' and 'not bullying'. Read out these statements and children stand in the corner they think. 1. Ismail spits into a glass of water and says he will make Ahmed drink it. 2. Anna keeps telling other girls in their group not to 'like' any of Marie's posts and to ignore her in school. 3. Jemma has a disability which means she can't always control her movements and causes her to jerk her hands up. A group of girls always laugh at her when this happens and mimic her actions. 4. Maddie and Amy won't let Jasmin play with them because they have fallen out. 5. Jake and Ryan have had an argument. Jake kicks Ryan's coat across the corridor and calls Ryan gay. 6. Jodie tells Marcus each day that if he doesn't give her his dinner money, she will get her group to beat him up.</p>

		<p>Tell me/Show me- Slide 1: Debrief each of the scenarios and help the children to review and clarify the following about bullying, using the PowerPoint slide. Which are direct bullying and which are indirect.</p> <p>Let me learn- Use one of the scenarios- How are the different people in the scenario feeling? List reasons why people may use bullying behaviours. In books- children do another scenario in groups. Stick the scenario into their book and answer the questions: 1. What might be the reasons for the person/people using bullying behaviours? 2. How did these behaviours make the recipient of them feel and what could they do to manage these feelings e.g. calming techniques, talking to someone. 3. How could the recipient deal with/manage the situation? - Twitter</p> <p>Help me reflect- slide 3</p>
<p>What do the children in my class need in order to learn more and remember more?</p>		
<p>Lesson 5</p>	<p>To be able to give examples of people with disabilities who lead amazing lives.</p> <p>SK: I appreciate people for who they are.</p>	<p>Jigsaw Charter Connect us- Play Catch Calm me- Open my mind- slides 1-3 Recap on Equality Act and protected characteristics. Show pictures of the Paralympians (teachers to find). In teams, children write down the name of each Paralympian and their sport. slides 2 and 3 and discuss Paralympic Games and children's attitudes. Tell me/Show me- Show a clip of a Paralympian in action and then receiving their medal on the podium; if possible, include an interview with them. <i>In books, children write three words to describe the Paralympian you have chosen.</i> Let me learn- individually or in pairs, research a Paralympian <i>Design a poster and write a short presentation speech as if they were presenting an award to their chosen Paralympian.</i> Help me reflect- slide 5</p>
<p>What do the children in my class need in order to learn more and remember more?</p>		
<p>Lesson 6</p>	<p>To be able to explain ways in which difference can be a source of conflict and a cause for celebration.</p> <p>SK: I can show empathy with people in either situation.</p>	<p>Jigsaw Charter Connect us- Play Catch Calm me- Open my mind- Slides 1-2: Show children the PowerPoint slide 1 - Difference causing conflict. Each group discusses and then records what they see in the picture, Repeat the exercise with slide 2 concluding that difference can be a cause for celebration. Tell me/Show me- 4-6 children per group. Ask each group to take a card showing a type of difference which could cause conflict, from a hat. Create a story line that will be performed in a sequence of three freeze frames. 1. Set up a scenario in which the difference is the source of conflict e.g someone who is not disabled parks in a disabled space at the shopping centre blocking its use.2. Create an event/incident in the storyline which challenges the conflict and needs to bring the two sides/people together, e.g. there is a power cut in the shopping centre and it has to be evacuated, the person who has parked wrongly helps the disabled person exit the centre.3. Devise an ending to the story to show that their initial differences have been overcome and that this is a cause for celebration, e.g the person who has parked realises they have been selfish so they decide to raise money for a disabled charity by doing a half-marathon. Groups rehearse and then perform to the class. <i>Floor book - stick photographs of the drama and pupils write a short explanation about what they were doing and learnt or Twitter</i> Help me reflect- slide3</p>
<p>What do the children in my class need in order to learn more and remember more?</p>		