

Year 1

PSHE – Autumn 1 Term Overview

Background

To support the delivery of PSHE we use 'Jigsaw', a comprehensive programme for PSHE involving the statutory Relationship and Health Education, in a progressive sequence, giving children relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. There is also a strong focus on mindfulness allowing children to advance their emotional awareness, concentration and focus.

There are six units of work covered across a year.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|------------------------------|---|--|------------------------------------|--|-------------------------------|
| | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Overall focus for each term for Year 1 | 'Who am I and how do I fit?' | Respect for similarity and difference. Anti-bullying and being unique | Aspirations, how to achieve goals and understanding the emotions that go with this | Being and keeping safe and healthy | Building positive, healthy relationships | Coping positively with change |

Autumn 1 – Being Me in My World

There are 6 lessons to 'Being Me in My World' and each lesson has a clear learning objective.

| | | Learning Objective |
|----------|--|---|
| Lesson 1 | Help others to feel welcome Special and Safe | I know how to use my Jigsaw Journal |
| Lesson 2 | Try to make our school community a better place My Class | I understand the rights and responsibilities as a member of my class |
| Lesson 3 | Think about everyone's right to learn Rights and Responsibilities | I understand the rights and responsibilities for being a member of my class |
| Lesson 4 | Care about other people's feelings Rewards and Feeling Proud | I know my views are valued and can contribute to the Learning Charter |
| Lesson 5 | Work well with others Consequences | I can recognise the choices I make and understand the consequences |
| Lesson 6 | Choose to follow the Learning Charter Owning our Learning Charter | I understand my rights and responsibilities within our Learning Charter |

Example of a lesson plan from lesson 5

| Teaching and Learning | Ask me this... |
|--|--|
| <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> | |
| <p>Connect us</p> <p>Slide 1: As a class, sing or listen to the Jigsaw Song: 'Together as One'. The teacher explains that this song is about being a team and learning together. Lyrics are on slide 1.</p> | <p>Can you remember some of the rights and responsibilities we have in school?</p> |
| <p>Calm me</p> <p>Everyone, including adults, is sitting on chairs in a circle.</p> <p>Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.</p> <p>Use the calm pictures from previous lessons if these help the children to focus.</p> | <p>Which image helps you feel the most calm?</p> <p>Can you feel your tummy rise and go back in again?</p> <p>Is your mind calm? Does it feel good to be calm and quiet? Does your mind feel ready to learn?</p> |

Open my mind

There are two options for this part of the lesson depending on the abilities of your group:

Option 1: Ask the children to follow the actions that you do. Start with a clap and everyone copies. Say something like, "That's great. I clapped and the CONSEQUENCE of that was that you copied and everyone clapped." Repeat using different actions, reinforcing consequence each time.

You can increase the challenge by passing an action around the circle. e.g. you clap, then the child to your right claps, then passes it on to the next child and so on, until the clap has gone around the whole circle. "Excellent. I clapped and the consequence is that the clap has travelled all around the circle."

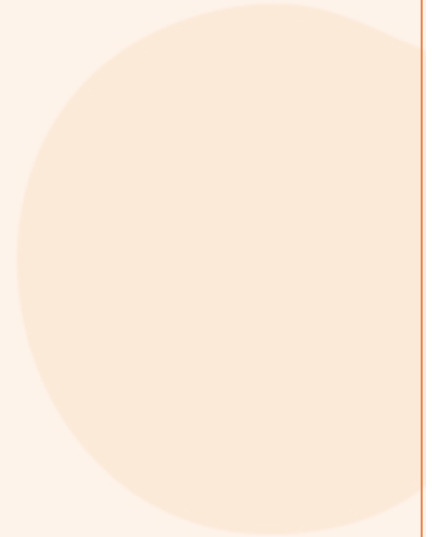
Option 2: Play the Rainforest game: in the format of a group wave, start off by tapping two fingers on your hand, the child next to you copies, and then the one next to them copies, and so on until everyone in the circle is tapping. Explain to the children they have to wait until the action reaches them before they can start.

Change the action by clapping your hands. The children continue with the tapping until the clap reaches them, and then they change to a clap.

Repeat using a third action of stamping feet. The sound will build like a crescendo of a rainstorm.

If time allows reverse the actions so the noise gets quieter.

To stop put your hands on your knees and the children will copy until there is silence. Explain that as a consequence of the actions you did the sounds were passed around the circle.




Tell me or show me

Slides 2-3: Use the scenario pictures and ask the children what might be happening. Ask them who is in the picture, what they are doing, how they are feeling and what might have happened just before this. You are helping the children understand that the scene in the picture might be a consequence of something that happened before.

Reinforce this by giving some positive and negative made up examples from the classroom emphasising the language of:

- Making a choice
- Consequences of that choice

Pause Point: Slide 4:  Raise Jigsaw Jerrie Cat's Paws to indicate a Pause Point. Invite the children to stop, close their eyes and look inside their minds to see what thoughts are in there.

Let me learn

Show the children the piece of **flip chart** from lesson 3 (Piece 3) and remind them of the 'rules' they decided were helpful for learning. In pairs invite the children to think of a possible consequence if each rule was not followed. Using **Jigsaw Jack** as the talking object, share the children's ideas. Reinforce that we can choose to follow the rules or not but whatever we choose there will be consequences. If we make a wrong choice the consequences might not be good, if we make a right choice the consequences are more likely to be good. Exemplify by giving some made up examples from the classroom reinforcing the language of choice, responsibility and consequence.

Extension activity (if appropriate for the ability of your group): Ask the children the big question: Should we have consequences for people who choose not to be kind, or to listen, or make it hard for others to learn? We are asking them to discuss consequences of irresponsible behaviour **without** using terms like sanction and punishment.

If the children agree that sometimes people do make the wrong choices and should meet a consequence, ask them in pairs to think what these consequences might be. They could make a list/ draw on whiteboards or discuss, whatever is appropriate for your class. Take some feedback and scribe some of their ideas on a piece of flip chart ensuring they are feasible,

Can you imagine what happened before the picture was taken? How would you feel if you were one of the people in the picture?

reasonable and realistic. Explain to the children that the consequences have to be proportionate to the negative behaviour or that wouldn't be fair. (These ideas can be forwarded as a contribution from your class towards the Whole-School Learning Charter).

Help me reflect

Slide 5: Show the children the My Jigsaw Learning sheet for this lesson. Use the PowerPoint slide and ask them to show whether they are a thumbs-up, neutral or thumbs down for each learning intention. Ask the children to record this on the sheet and stick it into their Jigsaw Journal. The teacher may need to exemplify the learning intentions for the children.

Notes

By lesson 5 (Piece 5) all year groups would have considered rights and responsibilities, rewards and consequences. Each class is then in a position to feed into the development of a Whole-School Learning Charter (the End of Puzzle Outcome for this Puzzle) – see the Jigsaw Approach/ folder introduction for further details about this.

Puzzle outcome: Lessons (Pieces) 5 and 6 are designed to help each class take ownership of the Whole-School Learning Charter. The aim for the Learning Charter is to bring a consistent positive behaviour system to the whole school. However individual year groups and classes can also make personalise it and make it meaningful and motivational for them by:

- Making a Learning Charter display in their classroom
- Possibly designing their own reward system E.g. stickers, target charts etc.

Your Jigsaw Lead in school should have discussed the approach to the Whole-School Learning Charter prior to the starting this unit (Puzzle). It is recommended that children, either using your student council, or a designated group of children, coordinate and collect the responses from each class and bring the ideas together as the whole-school Charter.

This Charter can then be launched in an assembly and shared with parents/carers so they can reinforce the messages at home. Leaflets can be designed by the children and it can also be part of your school website.

If your setting has been using Jigsaw for more than a year, this Charter can be refreshed year on year, making it meaningful for the current cohort of children as they have all had an input.

Schools may want professionally designed and produced materials to support their Learning Charter. For more information please email office@janleveragegroup.com

Certificates

For next lesson each child will need a personalised certificate.

Together As One **(Being Me In My World)**

T - O - G - E - T - H - E - R
T - O - G - E - T - H - E - R
T - O - G - E - T - H - E - R

T, together,
T, T, together as one.
Together,
T, T, together as one,
Together,
T, T, together as one.
Together as one O-N-E.

Everybody stand up, let's sing it loud,
Celebrate each other yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!

CHORUS

T, together,
T, T, together as one.
Together,
T, T, together as one,
Together,
T, T, together as one.
Together as one O-N-E.

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

CHORUS

Everybody stand up, let's sing it loud,
Celebrate our difference yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

CHORUS



Dear children



Part 1

My name is Jigsaw Jack. I am really pleased to be staying with you all the time you are in this class. Because I don't know you yet I feel really nervous and it would help me if you could tell me your names and make me feel welcome.

(Teacher goes around circle with Jigsaw Jack introducing and getting children to say hello and their name.)

Part 2

Thank you for telling me your names, I am starting to feel welcome here in class Because school is new to me I wonder if you can help me to feel safe and special.

(Teacher then asks the children how they might be able to make Jigsaw Jack feel safe and special.)

Part 3

Thank you for making me feel safe and special. I am really looking forward to being part of your class this year and to coming to all your circle time and Jigsaw lessons.

Love from Jigsaw Jack

Being Me in My World

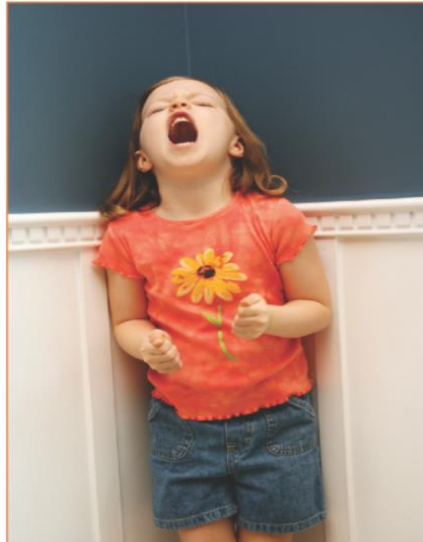
'I feel proud of you' tickets - Ages 5-6 - Piece 4

| | | |
|-----------------------|------------|--|
| | | |
| I am proud of you for | | |
| | | |
| | | |
| Signed | Date | |

Jigsaw



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Our Learning Charter

Rights

We have the right to:

- Learn
- Be respected and treated fairly
- Be heard
- Feel safe

Responsibilities

We have the responsibility to:

- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe

Rewards

- Praise
- Sticker
- Choice activity box
- Visit another teacher
- Class certificate
- Postcard home
- Head Teacher award

Consequences

- Reminder
- Warning
- Time out in class
- Loss of privilege
- Time out in another class
- Parents/Carers informed
- Sent to Senior Leader



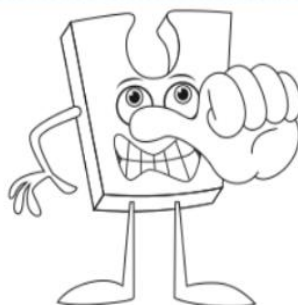
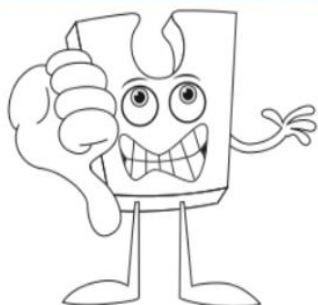
My Jigsaw Learning

Being Me in My World - Piece 1

Ages 5-6

Name

I know how to use my
Jigsaw Journal.



I feel special and safe
in my class.

