

## Year 2

### 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.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
Overall focus for each term for Year 2	'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 Hopes and Fears for the Year	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal
Lesson 2	Try to make our school community a better place Rights and responsibilities	I understand the rights and responsibilities for being a member of my class and school
Lesson 3	Think about everyone's right to learn Rewards and consequences	I understand the rights and responsibilities for being a member of my class
Lesson 4	Care about other people's feelings Rewards and consequences	I can listen to other people and contribute my own ideas about rewards and consequences
Lesson 5	Work well with others Our Learning Charter	I understand how following the Learning Charter will help me and others learn
Lesson 6	Choose to follow the Learning Charter Owning our Learning Charter	I can recognise the choices I make and understand the consequences

### Example of a lesson plan from lesson 3

<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together. Use the slide from the previous lesson and refer to the Charter on display.</p> <p><b>Connect us</b></p> <p>In the circle, play the colour game. Give each child a colour: red, green, blue or yellow. Then call out a colour and those children change places as quickly and safely as possible. Do this several times so the children understand the game. Then remove a chair from the circle and play again. This time the child left with no chair stands in the middle of the circle and calls out the next colour to change over. You can call this game Switch... switch places if...</p>	<p><b>Ask me this...</b></p> <p>How does it feel to be the one in the middle?</p>
<p><b>Calm me</b></p> <p>Slide 1: Everyone, including adults, is sitting on chairs in a circle. 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, the 'Calm Me' Script and the slide images.</p> <p><b>Open my mind</b></p> <p>Slide 2: Sing or listen to the Jigsaw Song 'Together as One' or join in with the clapping. Discuss with the children what they think the song is about. Which rights and responsibilities are included in the song?</p>	<p>Which picture helps you to feel calm?</p> <p>Can you feel your tummy rise and go back in again?</p> <p>Is your mind calm?</p> <p>Does your mind feel ready to learn?</p>

### **Tell me or show me**

Bring Jigsaw Jo to the circle along with Jo's bag that the teacher has prepared in advance. (The bag needs to contain objects that could be used as a reward in school. Include things from your school and class reward systems, cards that offer verbal praise saying things like 'well done' etc. Also include objects or pictures of objects that are unrealistic or amusing school rewards eg. games console, tablet computer, mobile phone, tin of beans).

Bring out one object at a time and ask the children whether they think the reward is a good reward or not. The children could discuss this in pairs if appropriate. Discuss with the children that some material rewards can be unrealistic and why this might be. Explore that words and actions and simple things can also be just as valuable, but in a different way. You could also add sweets to allow discussion about healthy eating and food as nutrition, not as reward.

Finish this section with the teacher and/or other adults in the classroom giving an example of a reward they have received that was memorable, focussing on something that was said, or a kind action or something thoughtful.

Ask the children to discuss in pairs a reward they valued and share some examples.

Which child feels safe?

WHERE do YOU feel safe?

WHEN do YOU feel safe?

### **Let me learn**

Working in groups children are given a set of picture cards showing different behaviours. Ask the children to sort the pictures in to positive/helpful behaviours and negative/unhelpful behaviours.

Ask the group to think of rewards that could be given to the children showing the positive behaviours.

Ask the children to then focus on the negative behaviour cards and to think of some realistic consequences for the children in those pictures.

Summarise taking some feedback from each group.

Discuss what rewards the children would value the most for:

- 1) Positive learning behaviours in school
- 2) Effort
- 3) Achievement in learning

These can be scribed and fed into the Whole-school Learning Charter.

(Note: Your Jigsaw Subject Lead in the school/setting should have agreed the process for the Whole-school Learning Charter with staff prior to starting this Puzzle (unit of work). See 'The Jigsaw Approach' for further details.)

### **Help me reflect**

Slide 3: Share the learning intentions from this lesson (Piece) with the children and for each one ask them whether they are a thumbs-up, neutral or down. Show My Jigsaw Learning and model with the class how the sheets are to be completed. Hand out one My Jigsaw Learning sheet to each child. When completed these are stuck into their Jigsaw Journals. The teacher is free to re-frame or exemplify the learning intentions to aid pupil understanding.



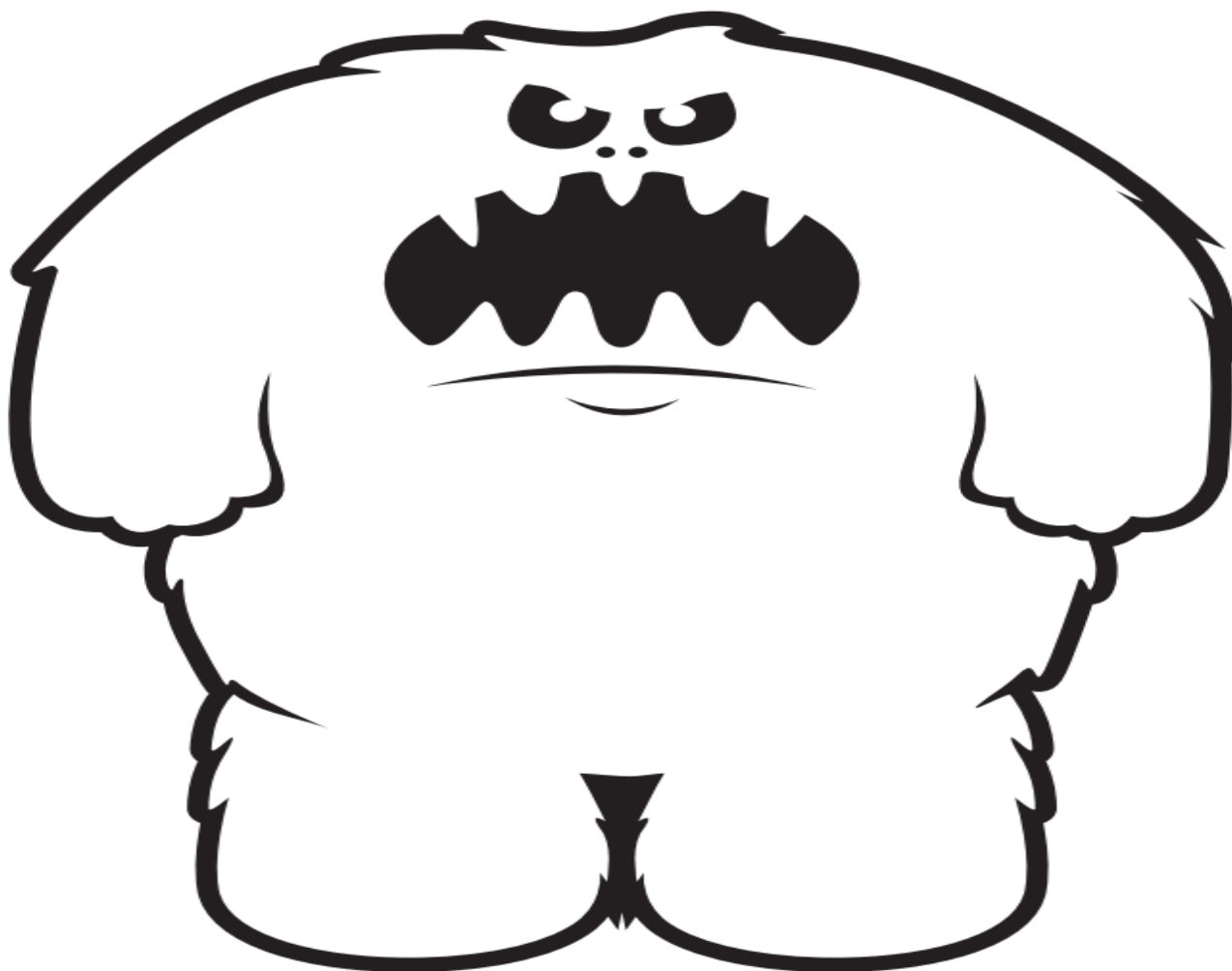
Example of resources used in Year 2 for 'Being Me in My World'.

**Being Me in My World**  
Scenario Picture Cards - Ages 6-7 - Piece 4



**Being Me in My World**  
Responsibility Cards - Ages 6-7 - Piece 2







# 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



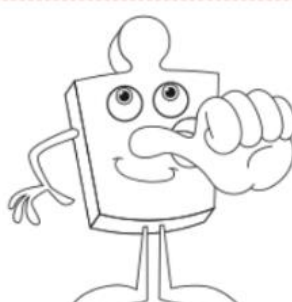
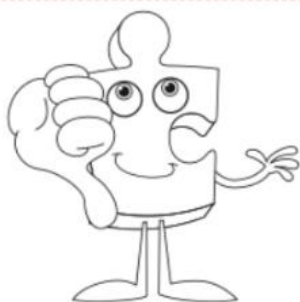
My Jigsaw Learning

Being Me in My World Piece 2

Ages 6-7

Name .....

I understand the rights and responsibilities for being a member of my class



I know how to help myself and others feel like we belong

