

## Year 3

### 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 3	'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 Getting to Know Each Other	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals
Lesson 2	Try to make our school community a better place Our Nightmare School	I can face new challenges positively, make responsible choices and ask for help when I need it
Lesson 3	Think about everyone's right to learn Our Dream School	I understand why rules are needed and how they relate to rights and responsibilities
Lesson 4	Care about other people's feelings Rewards and Consequences	I understand that my actions affect myself and others and I care about other people's feelings
Lesson 5	Work well with others Our Learning Charter	I can make responsible choices and take action
Lesson 6	Choose to follow the Learning Charter Owning our Learning Charter	I understand my actions affect others and try to see things from their points of view

## Example of a lesson plan from lesson 2

<p><b>Connect us</b></p> <p>Sitting in pairs in the circle, pass around Jigsaw Jino's Feelings Bag (small bag with feelings cards inside). One child in each pair picks out a card. In the pair they discuss how they will mime the feeling to the rest of the circle. In turn, each pair mimes their feeling for the rest of the class to guess. Continue until each pair has had their go. Teacher draws out how important it is for us to be able to understand facial expressions which show how people are feeling. Ask the children why this is so important and how it will help them (empathy).</p>	<p>How easy is it for you to gauge other people's feelings by their facial expressions?</p>
<p><b>Calm me</b></p> <p>Slide 2: 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, the 'Calm Me' Script and the Calm pictures (slide 2) if helpful.</p> <p><b>Open my mind</b></p> <p>Still in a circle using Jigsaw Jino as the talking object facilitate a round using the starter sentence:</p> <p>This school would be a nightmare if...</p> <p>Allow the children some thinking time in pairs prior to each round so they all have an idea to share and reinforce that it's OK to say something the same as another pair if that was their idea too.</p>	<p>Does your mind feel calm and ready to learn?</p>

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

Working in small groups children have a large part of flip chart folded in half and some chunky pens. On the left-hand side of the flip chart invite the children to draw their nightmare school adding a few words to explain if necessary. Using the prompt questions below (one at a time), ask each group to write their responses to each question around their Nightmare school picture, numbering their answers.

1. How might children at the Nightmare school feel? (Write three words)
2. What might the children be scared of?
3. Who would the children ask for help?
4. What is the worst part of the Nightmare school?
5. How easy would it be for the children to learn? Score out of 10, (1=very difficult 10 =easy to learn)

Reinforce the lack of choices and opportunities that their Nightmare schools would offer.

**NOTE: You will need to retain these sheets for the next Piece (lesson).**

### **Let me learn**

Bring the children back to the circle and express that you are pleased that your school is not a nightmare one. Even so, Jino is new to this class and might have some worries. Take some feedback about what concerns Jino might have. Ask the children to offer solutions to any of the worries. Can they suggest people in school who can help?

Ask the children if they share any of Jigsaw Jino's concerns. Explain that it's perfectly normal to have worries when things are new or different. Stress they can use some of the ideas they have already thought about to help themselves if they are worried about anything.

### Help me reflect

Slide 3: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan).

The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement, ask the children to show whether they are a 'thumbs-up, thumbs-neutral or thumbs-down.

Show the children My Jigsaw Journey on the slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement).

Ask them to record their responses on the My Jigsaw Journey sheet for this Piece (lesson). If desired there is space for them to record formative learning targets, or comments about the lesson in the TINT Box.

### Notes

If time the teacher may like to exemplify the Nightmare school by sharing an extract of Roald Dahl's 'Matilda' or showing a suitable clip from the film and drawing out how Matilda felt and the people she had to help/talk to.

### **Aman**

Aman's teacher has told everyone to work quietly at their tables. Aman has a very funny joke and wants to tell the everyone in his group.

***What should Aman do?***

### **Zara**

Zara doesn't get along with a girl called Crystal who is in her year group. That evening Zara gets an unkind text message about Crystal that she finds funny. The message comes from a girl who Zara really wants to be friends with.

***What should Zara do?***

### **Jacob**

Jacob and Sunni have been best friends since they started school. This year Sunni has made friends with another boy in class and doesn't spend as much time with Jacob. Jacob is feeling left out.

***What should Jacob do?***

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**Being Me in My World**  
Sam's Letter - Ages 7-8 - Piece 5

Hello everybody, my name is Sam and I am going to be joining your class. Ever since I was a baby I have had an illness which meant I had to stay in hospital.

I have never been to a proper school even though I am the same age as you! Instead I have had all my lessons in hospital, but only when I was well enough.

I am very pleased to tell you that I'm better now, but I'm really scared about starting school. I still have a few scars on my face and body from my illness, and it makes me look and feel different. Even though I'm nervous I am looking forward to meeting you all.

Best wishes,

Sam.



**Puzzle 1 - Being Me in My World (Piec**

Name \_\_\_\_\_

Piece 1	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I know how to use my Jigsaw Journal.				
	I value myself and know how to make someone else feel welcome and valued.				
Piece 2	I can face new challenges positively, make responsible choices and ask for help when I need it.				
	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.				
Piece 3	I understand why rules are needed and how they relate to rights and responsibilities.				
	I know how to make others feel valued.				

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson

