

### Year 3

#### PSHE – Autumn 2 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 – Celebrating Difference

There are 6 lessons to 'Celebrating Difference' and each lesson has a clear learning objective.

		Learning Objective
Lesson 1	Accept that everyone is different. Families	I understand that everybody's family is different and important to them.
Lesson 2	Include others when working and playing. Family conflict	I understand that differences and conflicts sometimes happen among family members.
Lesson 3	Know how to help if someone is being bullied. Witness and feelings	I know what it means to witness bullying and I know some ways to help.
Lesson 4	Try to solve problems. Witness and solutions	I know that witnesses can make solutions better or worse by what they do.
Lesson 5	Try to use kind words. Words that harm	I recognise that some words are used in hurtful ways.
Lesson 6	Know how to give and receive compliments. Celebrating difference: compliments	I can tell you about a time when my words affected someone's feelings and what the consequences were.

## Example of a lesson plan

### Connect us

Pass the squeeze.

Sitting in a circle, with everyone holding hands: when everyone is calm and concentrating, the teacher passes a squeeze to the person holding his/her right hand and allows the squeeze to pass all around the circle. Then ask the class to do the same thing again but this time with their eyes closed. The teacher touches someone on the shoulder who is to start the squeeze off. This enables the children to really focus and to feel the movement rather than watch it move around the circle. Draw out how the children need to feel the squeeze and how they work as a team to achieve the squeeze moving all around the circle.

Next, in talking partners, ask the children to identify one way their families are the same and one way their families are different. Pass Jigsaw Jino around the circle and ask the pairs to complete the sentences:

"One way our families are the same is..." "One way our families are different is..."

Draw out with the children what is good/positive about the things that are the same and what is good/positive about the things that are different. Encourage the children to see difference as something to celebrate.

What difference was made by closing our eyes?

How are your families the same?

How are they different?

### Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind 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 'Calm Me' Script and the Jigsaw Chime.

Does your mind feel calm and ready to learn?

### Open my mind

One at a time the teacher shows pictures of their family from photos they have sourced. After each picture ask the children if they can guess who it is. Can they work out the connections between the different pictures? Draw out the they are all part of a family.

How are these people connected?

## Tell me or show me

Slides 1-12: Show on the whiteboard the family pictures:

- Mixed race family
- Cat and kittens
- Mum, dad and child
- Single parent family
- Extended family (Dad, daughter and grandparent)
- Same sex couple
- Traveller family
- Older couple
- Classroom
- Single person
- One person and a pet
- Community

Ask the children which pictures show a family and why. Challenge the children's stereotypical views as each picture is shown. Can they justify why they think each picture is or isn't a family?

Show children the slides again and ask them to identify which ones show people who are married. Dispel any stereotypes if they hold any to ensure all children are included, whatever their family situation.

Ensure children understand that any 2 adults can choose to get married, that marriage is a 'legally recognised commitment' which means the 2 people make special promises to each other that they will love each other for their whole lives. This can be 2 women, 2 men or a man and a woman. It may arise that you need to gently explain that sometimes they don't manage to keep their promises but when they get married they intend to.

What is a family?

What makes a family?


Are there families that aren't represented by the pictures? For example...

- Families who have members that live in different countries
- Families who have adopted or fostered children (could we tell this just from looking at a picture?)
- Military families

Families who have help, for example baby-sitters or nannies (are these people part of the family?)

Ask the children to work in groups to come up with a definition using the stem sentence "A family is..."

Each group can then read out their definition and the teacher draws out the common elements such as 'people who care about/ love each other'.

**Pause Point:** Slide 13:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, take some gentle, deep breaths and look inside to identify what they are thinking at this moment. These PausePoints are designed to help build awareness of thoughts and feelings in the present moment so don't need to be share out loud.

### Let me learn

Ask the children to draw a picture of their own family using the picture frame template. Around the edge of the picture frame the children write some words that explain what their family means to them.

(With the children's permission these frames could be collated into a class display, and over the next few days each child who wants to can be given an opportunity to explain who is in their picture and why.)

Who is in your family?

What does your family mean to you?

What words describe how you feel about your family?

### Help me reflect

Slide 2: Share the learning intentions of the lesson with the children. Ask them to show if they are a thumbs-up, neutral or thumbs-down for the purple and green statements.

Show My Jigsaw Learning sheet for this lesson (piece) and, if necessary, model how to complete it using the slide. Ask the children to complete their own and stick it into their Jigsaw Journal. The teacher may wish to exemplify the statements to further children's understanding.



**Example of resources used in Year 3 for 'Celebrating Difference'.**





Ahmed and Asha are playing a game. Ahmed wins but Asha shouts at him that he was cheating and had two turns when it was her turn. Ahmed laughs at her and she storms off, refusing to play again.



Cohen borrows Grace's pencil case and breaks two of the pencils accidentally when he is colouring. Grace is mad, saying he never lets her borrow his things and always breaks her things. She then grabs his ruler and breaks it.



- **Is this bullying?**
- **Can you tell from the information you have?**
- **If you don't think it is bullying what might change to turn it into bullying?**





## 'Solve it together' Technique

### Step 1 - 'Solve it together' code

Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem



### Step 2 - Hearing both sides of the problem

Each person has the chance to say what he/she thinks happened.



### Step 3 - Sharing feelings

Each person has the chance to say how he/she feels about the situation.

Then each person has a chance to say how he/she thinks the other person might be feeling.



### Step 4 - Finding solutions

The people think of what they can do to solve the situation or to make the situation better for them both.



### Step 5 - The agreement

They choose a solution and shake hands.



1. Write a child's name (but not the name of someone in this class)

4. Write another child's name (again, not a name of someone in this class).

2. This child was really upset at playtime because someone had used words to hurt their feelings. Write one word that could be hurtful.

5. Child 2 empathised with child 1 and stepped in to help. What did they do?

3. Ask the children why they think those words were said.

6. How should this situation be resolved so it doesn't happen again?



## Puzzle 2 - Celebrating Difference (Pier

Name \_\_\_\_\_

Piece 4	I know that witnesses can make the situation better or worse by what they do.				
	I can problem-solve a bullying situation with others.				
Piece 5	I recognise that some words are used in hurtful ways.				
	I try hard not to use hurtful words (e.g. gay, fat).				
Piece 6	I can tell you about a time when my words affected someone's feelings and what the consequences were.				
	I can give and receive compliments and know how this feels.				

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





**1. Sarah and Ben are playing football. Yussef asks if he can play but Ben says, “No, we’ve already picked our teams, you can’t play.” Yussef then grabs the ball and runs away with it, spoiling their game.**

**2. Sally and Jemma are skipping. Sally accidentally trips Jemma up. Jemma shouts at her, “You idiot! Watch what you are doing!” Sally is upset as she hadn’t meant to do it and runs away from the game.**

**3. Mark pushes into the line knocking Simion into the wall. “Watch out, you gay”, Simion shouts and pushes Mark.**

**4. Lily is always calling Lee names. She waits for him at playtime and after school, taunting him and saying mean things about his family and his clothes. Lee doesn’t understand why she is so mean to him.**

**5. Flora won’t let Emily join in the dance competition and says to Emily, “You’re fat; we don’t want you on our team.”**

**6. Martin tells Stella and Levi to look at a video on YouTube that he knows will scare them and give them nightmares.**

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