

Year 4

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 4	'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 Becoming a Class 'Team'	I know my attitudes and actions make a difference to the class team
Lesson 2	Try to make our school community a better place Being a School Citizen	I understand who is in my school community, the roles they play and how I fit in
Lesson 3	Think about everyone's right to learn Rights, Responsibilities and Democracy	I understand how democracy works through the School Council
Lesson 4	Care about other people's feelings Rewards and Consequences	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
Lesson 5	Work well with others Our Learning Charter	I understand how groups come together to make decisions
Lesson 6	Choose to follow the Learning Charter Owning our Learning Charter	I understand how democracy and having a voice benefits the school community

Example of a lesson plan from lesson 3

Connect us Still in the circle children play 'Pass the Handclap' or 'Pass the Squeeze'. Then using Jigsaw Jaz as a talking object (and remembering that children have the right to pass) children complete the stem sentence: "I appreciate learning in this school because...". The teacher praises, encourages and reinforces responses.	What do you appreciate about being able to learn in our school?
Calm me 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 and the 'Calm Me' Script. You can use the calm pictures slide from previous lessons if helpful.	Is your mind calm and ready to learn?
Open my mind Introduce 'United Nations' to the children. Explain countries that make up the United Nations. Now introduce UNCRC to children. Ask the children if they know what this is. United Nations Convention on the Rights of the Child. Talk to your partner. Do you know what that is? Explain that, in 1989, all countries in the UN except Somalia and USA signed up to the convention. They all agreed that it was important that all children under 18 years of age had rights.	

Tell me or show me

Spot the Difference.

In small groups, children are given one of the Spot the Difference picture resources (either Article 12 or 28). In small groups, children need to nominate a scribe and a spokesperson. Without any teacher input, children are asked to work through the questions on their sheet.

- 1) What is happening in the pictures?
- 2) Which picture would you rather be a part of?
- 3) Can you see anything that is unfair in the pictures?
- 4) Who is taking responsibility in each picture?
- 5) Would you like to change anything in either of the pictures?

When the children have had time to answer the questions, the teacher displays one set of pictures (e.g. Article 12) and invites the groups with those pictures to share their answers through the spokesperson. This could be done as a whole class activity or by facilitating the discussion with the groups who have been working with those particular pictures, enabling them to compare their thoughts and answers. Do the same with the other set of pictures.

Introduce the children to the United Nations Convention on the Rights of the Child and briefly explain what this is. Then show them/tell them about Articles 12 and 28 and ask them if these rights are being upheld in the pictures they have just been working on. Then facilitate a discussion with the whole class about how we can take responsibility for making sure Articles 12 and 28 are implemented in our classroom.

Help me reflect

Slide 1: 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.

Article 1 Everyone under 18 years of age has all the rights in this Convention.

Article 2 The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.

Article 3 All organisations concerned with children should work towards what is best for each child.

Article 4 Governments should make these rights available to children.

Article 5 Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6 All children have the right to life. Governments should ensure that children survive and develop healthy.

Article 7 All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, to be cared for by their parents.

Article 8 Governments should respect children's right to a name, a nationality and family life.

Article 9 Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 Governments should take steps to stop children being taken out of their own country illegally.

Article 12 Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.



Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14 Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15 Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

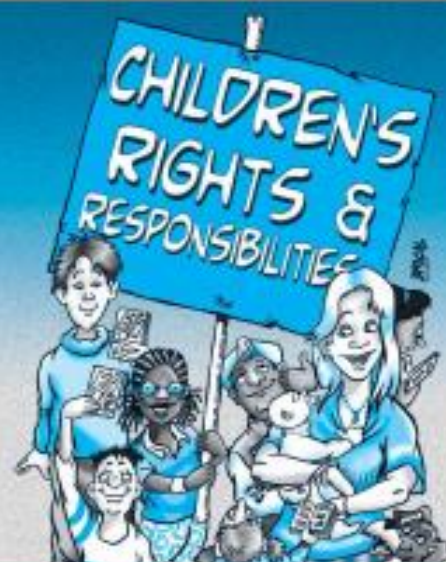
Article 17 Children have the right to reliable information from the mass media, television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18 Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20 Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21 When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.



The Big Poster of the United Nations Convention on the Rights of the Child

A convention is an agreement between countries to obey the same law. The United Kingdom of Great Britain and Northern Ireland agreed to obey (joined) the Convention on the Rights of the Child on 16 December, 1987.

That means our government now has to make sure that every child has all the rights in the Convention, except the two they have 'reservations' about Articles 10 and 37.

Whose responsibility?

Children's rights are a special case because many of the rights laid down in the Convention on the Rights of the Child have to be provided by adults or the state.

However, the Convention also refers to the responsibilities of children, in particular to respect the rights of others, especially their parents (Article 20).

If every child, regardless of their sex, ethnic origin, social status, language, age, nationality or religion has these rights, then they also have a responsibility to respect each other in a humane way.



If children have a right to be protected from conflict, cruelty, exploitation and neglect, then they also have a responsibility not to bully or harm each other.

If children have a right to a clean environment, then they also have a responsibility to do what they can to look after their environment.

If children have a right to be educated, then they have the obligation to learn as much as their capabilities allow and, where possible, share their knowledge and experience with others.

If all children have a right to a full life, then they should also lend help to the needy, the disadvantaged, and the victims of discrimination also enjoy this right.



Check out UNICEF UK's website for children & young people: www.theyouthvoice.org.uk

UNICEF website: www.unicef.org.uk

For further help, contact the UNICEF UK Helpline: 0800 555 5577. Textline: 0800 555 5577.

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Article 22 Children who come into a country as refugees should have the same rights as children born in that country.

Article 23 Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 24 Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25 Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.

Article 26 The Government should provide extra money for the children of families in need.

Article 27 Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.



Article 28 Children have a right to a primary education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 All children have a right to relax and play, and to join in a wide range of activities.

Article 32 The Government should protect children from work that is dangerous, or might harm their health or their education.

Article 33 The Government should provide ways of protecting children from dangerous drugs.

Article 34 The Government should protect children from sexual abuse.

Article 35 The Government should make sure that children are not abducted or sold.



Article 36 Children should be protected from any activities that could harm their development.

Article 37 Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38 Governments should not allow children under 16 to join the army. Children in war zones should receive special protection.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40 Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41 If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.



Article 42 The Government should make the Convention known to parents and children.

The Convention on the Rights of the Child has 114 articles in all. Article 42 says that all countries that have signed up to the Convention should make sure all their laws get all these rights.

Two children are talking and being silly when they are supposed to be listening to their teacher. Other children are getting frustrated because they are being disturbed and can't hear.

Some children offer to help tidy the classroom art area at lunchtime. The teacher leaves them alone. Some other children come in and start to interfere by throwing the painting things about.

Two children are using the internet at home to do some homework. They get distracted and look up a website for people over 18 they heard someone else at school talking about. The rest of their family are next door in the kitchen.

Everyone in the group is working well together on an art project their teacher has asked them to do.

Some children find some money in the school playground. None of the other children have noticed.

Someone accidentally bumped into another child in the playground. The child fell over and cut their knee and says they have been bullied. Other children are helping. The teacher has noticed but didn't see what happened.





Being Me in My World Choices Bingo - Ages 8-9 - Piece 6

Winter or summer	Dog or cat	Strawberry milkshake or chocolate milkshake
Apple or banana	Red or yellow	Football or gymnastics
Woods or beach	River or ocean	Pen or pencil

Puzzle 1 - Being Me in My World (Pieces

Name

Piece 1	I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal.				
	I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued.				
Piece 2	I understand who is in my school community, the roles they play and how I fit in.				
	I can take on a role in a group and contribute to the overall outcome.				
Piece 3	I understand how democracy works through the school council/ in this school.				
	I can recognise my contribution to making a Learning Charter for the whole school.				

