

Year 4

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.

	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 – 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. Judging by appearances	I understand that sometimes we make assumptions based on what people look like.
Lesson 2	Include others when working and playing. Understanding influences	I understand what influences me to make assumptions based on how people look.
Lesson 3	Know how to help if someone is being bullied. Understanding bullying	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.
Lesson 4	Try to solve problems Problem solving	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.
Lesson 5	Try to use kind words. Special me	I can identify what is special about me and value the ways in which I am unique.
Lesson 6	Know how to give and receive compliments. Celebrating difference: how we look.	I can tell you a time when my first impression of somebody changed when I got to know them and can explain why it is good to accept people for who they are.

Example of a lesson plan

Connect us

Play 'Switch' using statements such as: Switch places if you

- have blue eyes
- like eating chocolate
- have a younger sister
- have a pet dog

Then bring in statements such as:

- have ever seen anyone being mean to someone else in the playground
- have ever felt upset in the playground
- have ever fallen out with a friend
- have felt upset about how you saw someone else being treated in the playground

(NB: This will give you an idea of what the children think about this without them having to actually voice the words at this time. It does need to be handled sensitively and vigilantly and children need to know that if it brings up any concerns, they can talk to you about them after the lesson).

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

Slide 1: Sing or listen to the Jigsaw song : There's A Place

Ask the children to pick out some words from the lyrics that teach us about how to respect each other.

Pause Point: Slide 2: 🐾 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 their thoughts and feelings in the present moment.

Tell me or show me

Share Maya's story with the children.

Ask the children to think about how the bullying started and why it was hard for Maya and other people to spot, and share some of their ideas, perhaps using Jigsaw Jaz as the talking object within the circle.

Divide the children into groups and give each group a piece of flip chart divided into three.

In the first section ask the children to list any reasons why they think one person might bully another. Remind the children that bullying is different to one-off incidents because it is:

- Repeated over time
- Deliberate and hurting someone on purpose, not accidentally
- Unfair because the bully, or bullies have more 'power' than the person being bullied. If the bully seems to enjoy it, the person being bullied does not. (Where was Natalie's 'power'? Was it that she thought she couldn't be recognised and was bullying in secret?)

Ask the children what could turn a one-off incident into bullying. Can they spot that in Maya's story?

Should they report every one-off incident, or would they be better to wait until they know it really is bullying? What are their thoughts?

Let me learn

Ask the children to remember what happened to Maya in the story and in the second section of their group flip chart to write down what Maya may be thinking and feeling when the bully comes up to her in school, or she logs on to the video game.

Then ask them to imagine that they are a witness in the story (a bystander, like Jake). In the third section of the flip chart the children write down what the bystander might be feeling. Could all bystanders feel the same way about the bullying? Invite the children to write down a range of feelings that bystanders might feel. Briefly share the children's ideas and explain that they will be thinking more about bystanders in the next lesson.

Finish this part of the lesson by playing a quick game of 'switch' again so it ends on an up-beat tone.

Example of resources used in Year 4 for 'Celebrating Difference'.

There's a Place
(Celebrating Difference)

VERSE:

Have you ever felt out of place?
Someone said something hurtful to your face?
How would you feel if that someone was you?
Before we judge someone, just take a second.
It doesn't matter if you're:

CHORUS:

Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

VERSE RAP:

How can we make the world a better place?
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.
Black, mixed or white.
Your hair colour, your height
This don't matter to me,

There's a place in this world for
Your religion and race,
Never feel out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

Let me tell you a little something that you should know,
People out there, scared to smile, let their face show.

I - N - D - I - V - I - D - U - A - L,
That's I - N - D - I - V - I - D - U - A - L.
Let's make the world a better place,
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.
Let's make the world a better place,
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.

Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
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Never feel out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

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Box 1

Your favourite celebrity

Box 2 - My Thoughts

- .
- .
- .

Box 3 - Influences

- .
- .
- .

Box 1

A person who lives
on the streets

Box 2 - My Thoughts

- .
- .
- .

Box 3 - Influences

- .
- .
- .

Box 1

Someone who is
in a gang

Box 2 - My Thoughts

- .
- .
- .

Box 3 - Influences

- .
- .
- .

Box 1

A stranger who offers to
buy you some sweets

Box 2 - My Thoughts

- .
- .
- .

Box 3 - Influences

- .
- .
- .



Boy

1. I am 7 years old.
2. My favourite food is pizza.
3. My hobby is painting. I have always loved art and my mum is a professional artist.
4. I am vegetarian.

Girl

1. I am 8 years old.
2. My favourite food is spaghetti bolognese.
3. My favourite hobby is football.
4. I am captain of the school football team.

Disabled person

1. I am 24.
2. My favourite food is curry and rice.
3. My hobby is basketball.
4. I am a professional basketball player. I have always loved basketball from when I was a child and learnt to play in a wheelchair basketball team from the age of 7.

Mature person

1. I am 74.
2. My favourite food is roast chicken and roast potatoes.
3. My hobby is swimming and parachuting.
4. I was in the county team for swimming when I was at school.

Box 1 	Box 2 Best friend cuddly Max	Box 3 Max is my dog My family are animal lovers My nan has a dog
Box 1 	Box 2 Fierce Dangerous Frightened	Box 3 Jade's experiences News report: Dog bit child Dad hates dogs Police dog programme on TV

Being safe with technology

- Don't reply to messages and posts that upset you, instead **PAUSE** and show an adult who you trust.
- Never reply to a message that comes from a person you don't know. **PAUSE** and tell a trusted adult.
- Never give a person on the internet your personal or private details (like a phone number, passwords, usernames, what school you go to, your email etc) **PAUSE** and tell a trusted adult.
- Be careful when sharing pictures of yourself online- think about who will see them and where they could be sent on to. If in doubt, **PAUSE** and don't post the picture.
- **PAUSE** and think- some people are 'fakes' on the internet and are not who they say they are, so if someone asks you to do something stop and think if it is a sensible thing to do and then check it out with a trusted adult.
- If you are worried about anything online tell an adult you trust.



- Did you make the same judgements about Brooklyn and Asha?
- What influenced you to make those first impressions?
- Would you be their friend just based on the information you have?
- How might you treat them if this was all the information you had about them?
- Is this fair?
- If you had seen the truth about Brooklyn and Asha would you have treated them differently?
- Do the opinions we have of ourselves matter if other people judge us anyway?



Puzzle 2 - Celebrating Difference (Pieces

Name

Piece 1	I understand that, sometimes, we make assumptions based on what people look like.				
	I try to accept people for who they are.				
Piece 2	I understand what influences me to make assumptions based on how people look.				
	I can question why I think what I do about other people.				
Piece 3	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.				
	I know how it might feel to be a witness to and a target of bullying.				

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

