

Year 5

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 5	'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 My Year Ahead	I can face new challenges positively and know how to set personal goals
Lesson 2	Try to make our school community a better place Being a Citizen of My Country	I understand my rights and responsibilities as a citizen of my country
Lesson 3	Think about everyone's right to learn Year 5 Responsibilities	I understand my rights and responsibilities as a citizen of my country and as a member of my school
Lesson 4	Care about other people's feelings Rewards and Consequences	I can make choices about my own behaviour because I understand how rewards and consequences feel
Lesson 5	Work well with others Our Learning Charter	I understand how an individual's behaviour can impact on a group
Lesson 6	Choose to follow the Learning Charter Owning our Learning Charter	I understand how democracy and having a voice benefits the school community and know how to participate in this

Example of a lesson plan from lesson 2

<p>Connect us</p> <p>Standing in a circle, play the Blast Off Game from 10 down to 1, then Blast Off, encouraging children to tune into each other as a group.</p> <p>Blast Off Game.</p> <p>Teacher starts by calling out number 10. Any child can then call out '9', any other child can then call out '8'.</p> <p>Continue in this way until the group reaches '1', but instead of saying the number '1', the whole group shouts 'Blast Off!' and does the action of a rocket blasting off into space.</p> <p>Only one person can call out a number at a time so if two people call out at the same time, the whole process has to start again from the teacher calling out '10'.</p> <p>It may take some practise before the group can tune into each other enough to get from 10 to Blast off without having to start again. When they get good at getting from 10 to 1, just increase the target number to, e.g. 15 or 20 and maybe add a speed factor into the game (how quickly can we blast off from 20?).</p>	<p>Did you feel part of the group?</p> <p>Could you tune into the other people in the group during the game?</p> 
<p>Calm me</p> <p>Slide 1: Everyone including adults are 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 1).</p>	<p>Is your mind quiet and calm enough to learn?</p>

Open my mind

Slides 2-12: Show the images of different children.

Ask children what they know about the UNCRC (United Nation Convention on the Rights of the Child). Explain that it is an international charter that was written to guarantee the rights of all children.

In table groups ask the children to list what rights they think all children should have. Share some of their ideas and then hand out a set of UNCRC Article cards to each group. Invite the children to see if any of the rights on the cards matched with their ideas. Are there some rights that they hadn't thought of that are important?

Tell me or show me

Bring the children back to the circle. Explain that some of the children in the pictures might be refugees. Ask the children if they know what a refugee is? How can we tell? (Definitions for teachers can be found in the notes at the end of this lesson plan).

Draw out that people can have stereotypical ideas of what a refugee looks like because of pictures in the media etc., and we can't necessarily tell by someone's appearance or behaviour. Therefore, any of the children in the pictures could be a refugee. For example the little girl on the horse may have been a refugee as a baby but her life has improved since then. How can we know that from just a picture? Reinforce that it's hard to tell without actually knowing someone to know what their real story is.

Is it the government's responsibility to ensure that every citizen in our country can have their rights met?

Should a government help its own citizens before it helps refugees?

What is the difference between a migrant, an asylum seeker and a refugee?

Let me learn

Explain to the children that the UNCRC rights mean we have to take on responsibilities. We not only have to respect the rights of others, but we also have to make sure that we pave the way to make sure others can enjoy their rights.

Share Article 12 with the children "I have the right to a say about decisions that affect me and to have my opinion heard."

Ask them to discuss in pairs what an associated responsibility might be and share some of their ideas. (e.g. I have the responsibility to give space for others' opinions and to listen with an open mind).

Then for each of the following UNCRC Articles, children will work in groups to come up with a corresponding responsibility for each given right, recording their ideas on the UNCRC Article Rights and Responsibilities resource. (This can be stuck into the children's Jigsaw Journals).

- Article 14 - You have the right to think and believe what you want and practise religion (as long as it doesn't stop other children and young people from enjoying their rights).
- Article 16 - You have the right to privacy.
- Article 22 - Refugee children and young people should have the same rights as children and young people born in that country.
- Article 23 - Children and young people who have a disability should have care and support so they can lead full and independent lives.
- Article 24 - You have the right to health care, clean water, food and a clean environment. Rich countries should help poor countries also have this.
- Article 28 - You have a right to education. Your dignity should be protected and primary education should be free.
- Article 30 - You have the right to learn and use the language and customs of your family. It doesn't matter if the majority of people in the country do not share these.
- Article 31 - You have the right to relax and play and to join in activities.

Help me reflect

Slide 13: 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 the children to record their responses on the My Jigsaw Journey sheet. If desired there is space for them to record formative learning targets, or comments about the lesson in the TINT (to improve next time) Box.

Do you have any prejudices?

Notes

Refugees are people escaping from conflict or persecution. They cannot live in their own country and have no other choice but to flee and seek safety. Conflict means violence and war, while persecution is when someone is abused or mistreated because of their religion, political beliefs or social behaviour. When you are given refugee status by another country you are allowed to live in that country, safe from harm. There are international laws to protect refugees preventing them from being sent back to their country if it puts them at risk. Countries are legally bound to give refugees protection.

Refugees are different than migrants in that migrants are people moving to another country for other reasons beyond conflict and persecution, such as for a new job.

Life can be very difficult for refugees as they have to deal with trauma, separation from their families, cultural and language differences and poverty.

Many people consider themselves refugees whether or not they have been officially recognised by the government of the country in which they are seeking asylum. What is an asylum seeker? An asylum seeker is someone who seeks asylum (safety) in a foreign country and has applied to the government in the hope that they will be given refugee status. Those who do not get refugee status may become stateless. Many times, their country will not accept them back in and they are not allowed to stay where they are.

(Content and definitions taken from www.unhcr.org/teachers-toolkit.html and https://www.amnesty.org.uk/files/activities_-_seeking_safety.pdf)

You may also like to consider using the Jigsaw 'In Focus' book, 'Can You Hear the Sea?' as an extension activity to help children understand the trauma and loss that can be associated with becoming a refugee, as well as the positives that can also come from a fresh start in a new country. (Online shop www.jigsawpshe.com).

Example of resources used in Year 5 for 'Being Me in My World'.

Article 14

You have the right to think and believe what you want and practise religion (as long as it doesn't stop other children and young people from enjoying their rights).

My responsibility to others is...

Article 16

You have the right to privacy.

My responsibility to others is...

Article 22

Refugee children and young people should have the same rights as children and young people born in that country.

My responsibility to others is...

Article 23

Children and young people who have a disability should have care and support so they can lead full and independent lives.

My responsibility to others is...

Article 24

You have the right to health care, clean water, food and a clean environment. Rich countries should help poor countries also have this.

My responsibility to others is...

Article 28

You have a right to education. Your dignity should be protected and primary education should be free.

My responsibility to others is...

Article 30

You have the right to learn and use the language and customs of your family: it doesn't matter if the majority of people in the country do not share these.

My responsibility to others is...

Article 31

You have the right to relax and play and to join in activities.

My responsibility to others is...



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



Imari

Hi my name is Imari. My parents moved to this country for work. I don't speak the same language as you. In my last school I got teased because I was different from the other children. My parents are sending me to a new school hoping I will be happier there.

Some prompts to help you give some advice to Imari:

- How would we show Imari we have a kind and caring community? Why is that important?
- Why is having a Learning Charter helpful for Imari?
- What rights and responsibilities does the Learning Charter ask us to follow and why are these helpful for Imari to know about?
- What UNCRC Articles is it important for Imari to know about?
- What would happen if someone chose not to follow the Learning Charter and be unkind to Imari?
- How do we encourage people to follow the Learning Charter?

Kim

Hi my name is Kim. My dad is in prison and it's just me and my mum at home now. Everyone in my street knows about my dad and some people talk about it behind our backs. Some people won't even talk to us. Some of the children I my school know as well.

Some prompts to help you give some advice to Kim:

- How would we show Kim we have a kind and caring community? Why is that important?
- Why is having a Learning Charter helpful for Kim?
- What rights and responsibilities does the Learning Charter ask us to follow and why are these helpful for Kim to know about?
- What UNCRC Articles is it important for Kim to know about?
- What would happen if someone chose not to follow the Learning Charter and be unkind to Kim?
- How do we encourage people to follow the Learning Charter?