

## Year 5

### 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 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 – 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. Different cultures	I understand that cultural differences sometimes cause conflict.
Lesson 2	Include others when playing. Racism	I understand what racism is.
Lesson 3	Know how to help if someone is being bullied. Rumours and name-calling	I understand how rumour-spreading and name calling can be bullying behaviours.
Lesson 4	Try to solve problems. Types of bullying	I can explain the difference between direct and indirect types of bullying.
Lesson 5	Try to use kind words. Does money matter?	I can compare my life with people in the developing world.
Lesson 6	Know how to give and receive compliments. Celebrating difference across the world	I can understand a different culture from my own.

## Example of a lesson plan

<p><b>Teaching and Learning</b></p> <p><b>Note</b></p> <p>Children sometimes use racist language and terms without understanding their meaning. It is important for children to realise that no words should be used to hurt others and that all racist words are unacceptable. Just because they might hear others use it and accept it, they should not copy this negative behaviour.</p> <p><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b></p> <p>Play a game of pass the squeeze which includes everyone and emphasise how it is important that everyone feels included and part of the class. Children hold hands and a squeeze is gently passed around the circle.</p> <p>Variations: Pass the squeeze with eyes closed. Pass a rhythm, not just a squeeze. Time how fast a squeeze can travel around the circle.</p>	<p><b>Ask me this...</b></p> 
<p><b>Calm me</b></p> <p>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.</p>	<p>Does your mind feel calm and ready to learn?</p>
<p><b>Open my mind</b></p> <p>Play the game 'cool' or 'not cool'.</p> <p>With the children sitting in a circle, the teacher goes around the circle saying whether a child is 'cool' or 'not cool'. To decide the teacher chooses a simple criterion, e.g. that the child is sat with legs crossed or has arms folded but this remains secret to the children. The children have to guess the criteria to make sure they are cool. After a while some of the children will start to guess and so will fold or cross their arms/legs. Stop the game at this point and ask those who have not guessed (they should still be the majority) how they feel.</p> <p>Ask how they might feel if the game went on and they were the only person left out of the 'cool' gang. Ask the children if they can think of any examples in society where people may feel excluded or discriminated against and record their ideas. They may well come up with racism at this point.</p>	

### Tell me or show me

Slide 1: Ask the children if they know what racism is? Explain or clarify that it is discrimination or a negative judgement about someone due to the colour of their skin or their race and might include their beliefs or religion. Explain that all forms of racism are unacceptable.

Show the picture of Abdul and Atira to the children and explain that they have to imagine the children are moving to a new school. (Not the school you are in).


Divide the children into groups and hand out a set of Abdul and Atira Fact Cards to each.

Ask the children to rank the cards in order using the following question:

"Which of these facts might cause Abdul and Atira to face racism in their new school? Rank them from 1 to 9. (1 being the fact that you think is most likely to make other children tease/bully them, with 9 being the least likely)."

Explain there is no right or wrong answer- just come to an agreement in your group. Also say that different groups may choose a different order, and that's OK.

Once complete, ask for some feedback from each group and discuss. Draw out the features of a person's culture that may influence people to be racist towards them and reinforce that this behaviour is unacceptable and should be challenged. Teachers can use the guide questions in the 'Ask me this...' column of the lesson plan.

**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 this present moment. These do not need to be shared.

Did different groups order the cards differently?

Why did you rank the cards in the order you did?

Are any of the facts a reason why the children should face racism?

How might it feel to be discriminated against because of your colour or race?

What could you do if you thought racism was happening in our school?

### Let me learn

Explain that many campaigns for good causes now use a ribbon as a symbol. Ask the children if they know of any.


Hand out a ribbon template to each child and ask them to design a ribbon that show we need to fight racism. They can include slogans, words, pictures as appropriate. Perhaps they will choose certain colours or a mix of colours to get their message across.

What might these ribbons signify in terms of their design, the logo, and the message behind them?

### 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). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

How might it feel?



### Notes

The BBC Learning Clip about Joe and Megan facing racism and how it makes them feel is also a useful source of information to show the children. This can be searched for on the web and used as part of this lesson to explain the effects of racist behaviour.

### Example of resources used in Year 5 for 'Celebrating Difference'.

**1) A child tells another child at lunchtime that their food smells disgusting.**

**2) A child gets called names for wearing a hijab or another religious item.**

**3) A child tells another child that their religion is wrong.**

**4) A child makes fun of a new child because they speak a different language.**

**5) A child says it is not normal to have two mums.**

**6) A child makes fun of another child saying they can't tell whether they are a girl or a boy**





**Abdul and Atira speak English at school but Urdu with their family.**

**Most of the children in their new school are white.**

**Abdul goes to Mosque with his father most evenings.**

**Abdul and Atira were born in this country and are British citizens.**

**Abdul and Atira have brown skin, dark hair and brown eyes.**

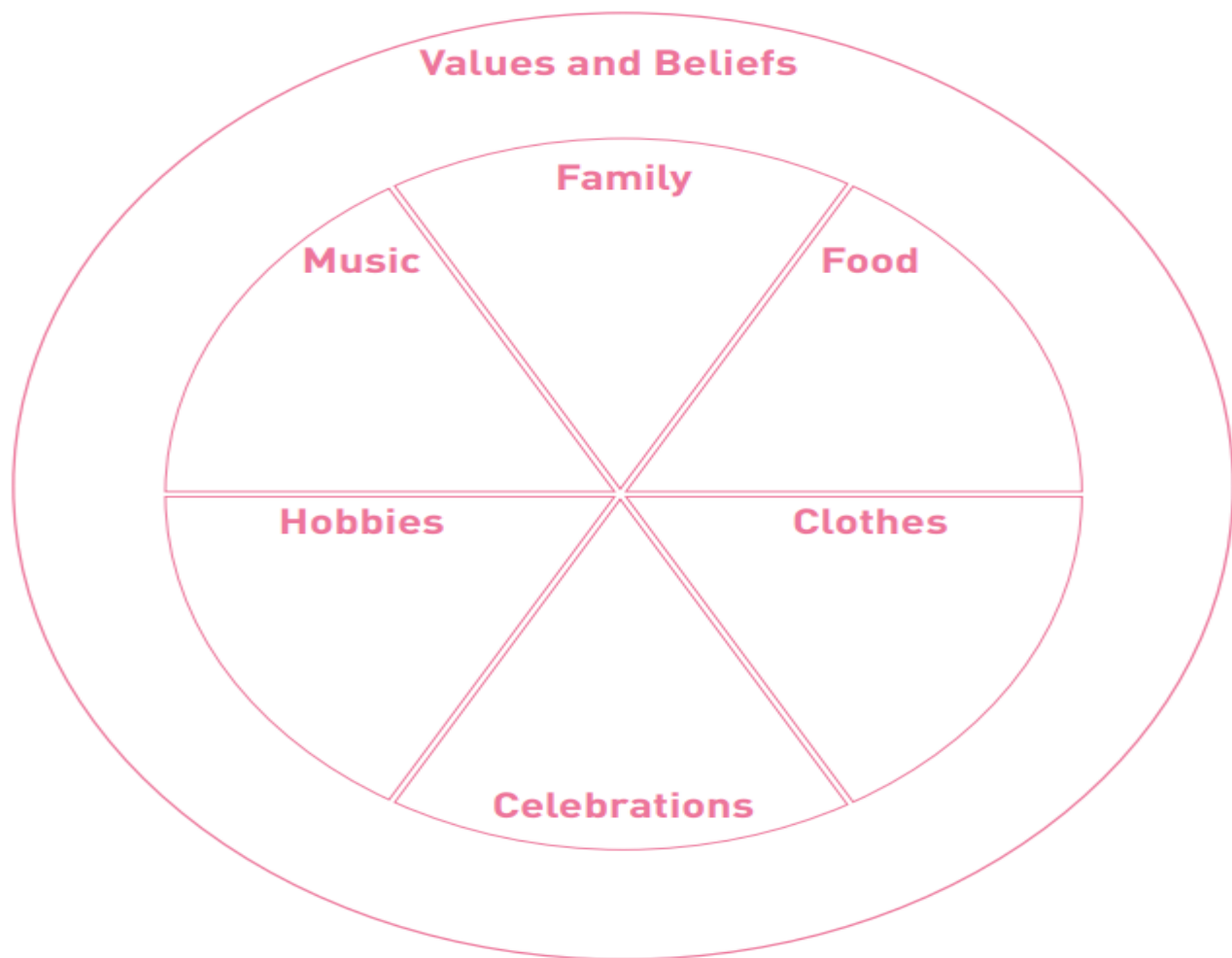
**Abdul and Atira are Muslims.**

**The children's old school had mostly Muslim children and they have never had any friends from a different culture.**

**Abdul and Atira are good at school work.**

**Atira's parents like her to wear a hijab (a scarf headdress).**

**Abdul likes football and Atira likes to make Lego models.**



1. It doesn't just happen once: it goes on over time and happens again and again
2. It is deliberate: hurting someone on purpose, not accidentally
3. It is unfair: the person doing the bullying is older, stronger and more powerful (or there are more of them) and even if the bully is enjoying it, the person being bullied is not.



## Celebrating Difference

### Fact Sheets - Ages 9-10 - Piece 5

#### Fact Sheet 1 Ghanaian Cocoa Farming

About 70% of the world's cocoa is grown in Ghana, West Africa. Cocoa is the raw ingredient in chocolate. Many children work in the cocoa plantations helping their families grow and harvest the cocoa. Some children in Ghana go to school as well as work on the cocoa farms. The schools can be very basic and do not have many resources for the children to use. Most of the children have ambitions to get a good education and leave the cocoa farms, but sadly many don't get the opportunity and will grow up to become adult cocoa farmers. In the continent of Africa, it is estimated that over 50 million children work on farms. It is illegal for children under the age of 13 to work on farms in Ghana, but many still do. This means that thousands of children do not attend school regularly and do not receive a good education. The wages on a cocoa farm are low so many families have to grow their own food and farm their own animals to have enough food to eat. If children didn't work on the farms it might mean their families would be short of money. This is a reason why many Ghanaian families who live in the cocoa plantation villages choose work over school for their children.

Many of the villages on the cocoa farms do not have running water or electricity. Houses are also very basic with lots of members of one family sharing a small space. It is not unusual for children to have to share their house with their parents, grandparents, brothers and sisters, aunts, uncles and cousins. Parents expect their children to do as much as they can to support the family.



and cleaning the house. Houses don't have things like washing machines, cookers, microwave ovens, showers and flushing toilets, so housework is also hard work and slow. Food is often cooked over an open fire. Ghanaian families in the cocoa villages have to use a lot of things from their environment to make sure they can live. As well as raising their own animals such as goats and chickens they can they also fish or hunt small animals and birds to use as food. The daily income for a cocoa plantation family is about the same as the price of a bar of chocolate in this country!

When the children are able to get to school, it is usual for the children to be responsible for cleaning the school before the school day. In some schools, teachers use sticks to discipline the children. School

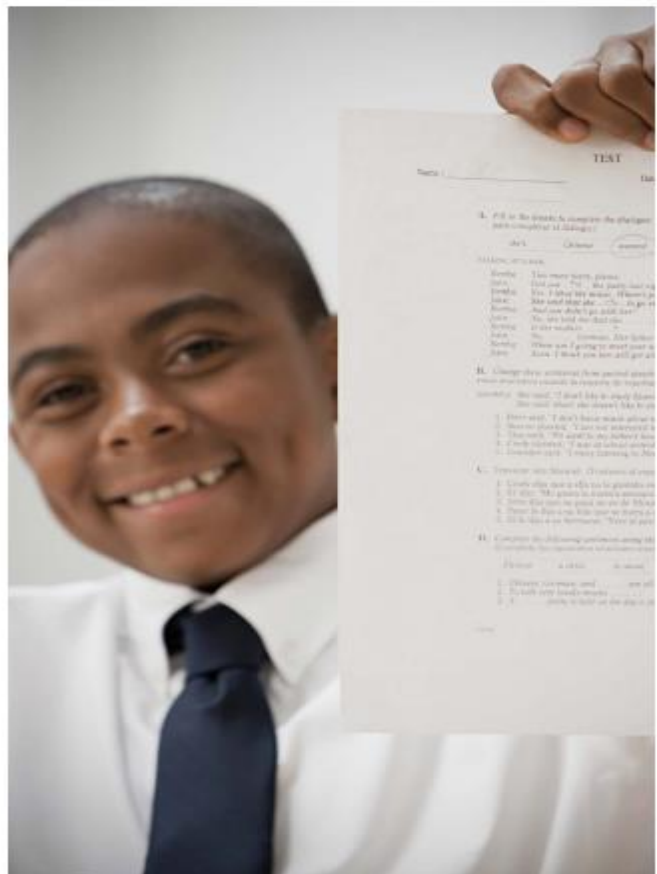
#### Fact Sheet 2

Hello my name is Joseph and I am 10 years old. I live in Ghana's capital city, Accra. Accra is a large city and it is also on the coast. My family choose not to live in town because it is busy and noisy. Instead we live on the city's outskirts in a large modern house with its own front and back garden. We have a swimming pool, which is great, because I love to swim especially when the weather gets very hot.

When people in other countries imagine Africa, they sometimes think that everyone is poor. My parents have good jobs in the city so we have plenty of money to afford luxuries. For my last birthday I had a new mobile phone, one of the top-of the range ones. Most of my friends in school also have mobiles and we chat a lot on social media. I also have a pony.

I go to a private school in Accra. My parents earn enough money to pay the school fees for me to go. School hours are long and I'm usually in school by 8.30 am and because of homework club and other school activities I don't get home until 6pm. I get dropped off and collected from school by Monica. Monica is my Nanny. That's not a grandparent, she is paid to look after me by my parents because they have very busy jobs and aren't around much to take care of me. Monica is really nice and she cooks me really good food, but I do wish Mum and Dad would spend more time at home.

Both my parents travel a lot for work and they are always going abroad. If it's school holiday time I can sometimes go with them. I have been to the USA and England, Australia and South Africa. My best trip was when we went to Disney World in Florida. Mum and Dad had business in America so Monica took me to Florida for a week. Mum managed to join us for a couple of days and it was really good to spend time with her by myself.



## Puzzle 2 - Celebrating Difference (Pieces

Name .....

Piece 4	I can explain the difference between direct and indirect types of bullying.				
	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.				
Piece 5	I can compare my life with people in the developing world.				
	I can appreciate the value of happiness regardless of material wealth.				
Piece 6	I can understand a different culture from my own.				
	I respect my own and other people's cultures.				

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

