

Year 6

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 6	'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 identify my goals for this year, understand my fears and worries about the future and know how to express them
Lesson 2	Try to make our school community a better place Being a Global Citizen 1	I know that there are universal rights for all children but for many children these rights are not met
Lesson 3	Think about everyone's right to learn Being a Global Citizen 2	I understand that my actions affect other people locally and globally
Lesson 4	Care about other people's feelings The Learning Charter	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities
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

Example of a lesson plan from lesson 3

Connect us

Goldfish Bowl

Organise the children into partners, partners face each other. One is an 'AGREE' child and the other is 'DISAGREE' (regardless of their own actual point of view). Give the class the following statement: Children should not be allowed to work on the cocoa plantations in Ghana.

AGREE children have two minutes to persuade the DISAGREE children that the statement is correct, giving reasons. DISAGREE children have to stay quiet and listen.

Then reverse this so that the DISAGREE children have two minutes to persuade their partners the statement is incorrect and give their reasons.

If time ask children to swap partners and repeat. Maybe taking the alternative role as well.

Briefly discuss what the class consensus is.

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.

Is your mind quiet and calm enough to learn?

Open my mind

Give each child a strip of paper and tell them you will give them one minute to write down all things they would buy if they won a huge sum of money. Stop the children after one minute and, using Jigsaw Jem as the talking object, children take it in turns to read out one item from their 'wants' list. Keep going until they have read out enough for the teacher to make the point that we often have a lot of wants, e.g. birthday present or Christmas present lists. Then ask the children to go through their list and cross out all the things they don't really 'need'. What are they left with? Use Jigsaw Jem again enabling children to read out the needs left on their lists. Reinforce the learning point that there is a difference between what we want and what we need. Raise the question: what do we need in order to learn?

How do you feel about some of your needs being met and some of them not yet being met?

Do you have a choice in how you respond to this?

Tell me or show me

Slide 2: Note for teachers: be mindful that children may discuss/disclose 'sensitive' situations outside of school when considering whether their Maslow Triangle is being met in the activity below, and if necessary reinforce the Jigsaw Charter so children feel comfortable to share.

Maslow's triangle. Now that children understand the difference between wants and needs, use the slide of Maslow's hierarchy of human need to teach the children Maslow's theory.

Ask the children to identify which of the human needs must be met in order for learning to happen. Give each child a copy of Maslow's triangle and, when they've stuck these into their Jigsaw Journals, ask them to:

1. Highlight the needs that they think are met for them. Around the triangle, write notes on how and when these are met.
2. In a different colour, underline the needs that are not yet met for them.

Then, in talking partners and if they choose to, children discuss how they think their unmet needs might be affecting their ability to learn. In these pairs, can they think of ways to support each other in meeting some of these needs?

Teacher facilitates a class discussion on whether it is ever possible to have all of the needs in Maslow's triangle met. Which ones do the children think are essential to enable them to learn?

Pause Point: Slide 3: 🐾 Raise Jigsaw Jerrie Cat's Paws to indicate a Pause Point. Invite the children to stop, close their eyes and look inside their minds to see what thoughts are in there. Invite the children to stop, close their eyes, breathe deeply and look inside to notice their thoughts at this present moment.

Let me learn

Revisiting the life of a child worker on a Ghanaian cocoa plantation each pair highlights on their Maslow triangles which of the needs might not be being met. They can write notes around the triangle showing their understanding of how these unmet needs might affect the children and their ability to learn. Receive some feedback from the class, children sharing their ideas.

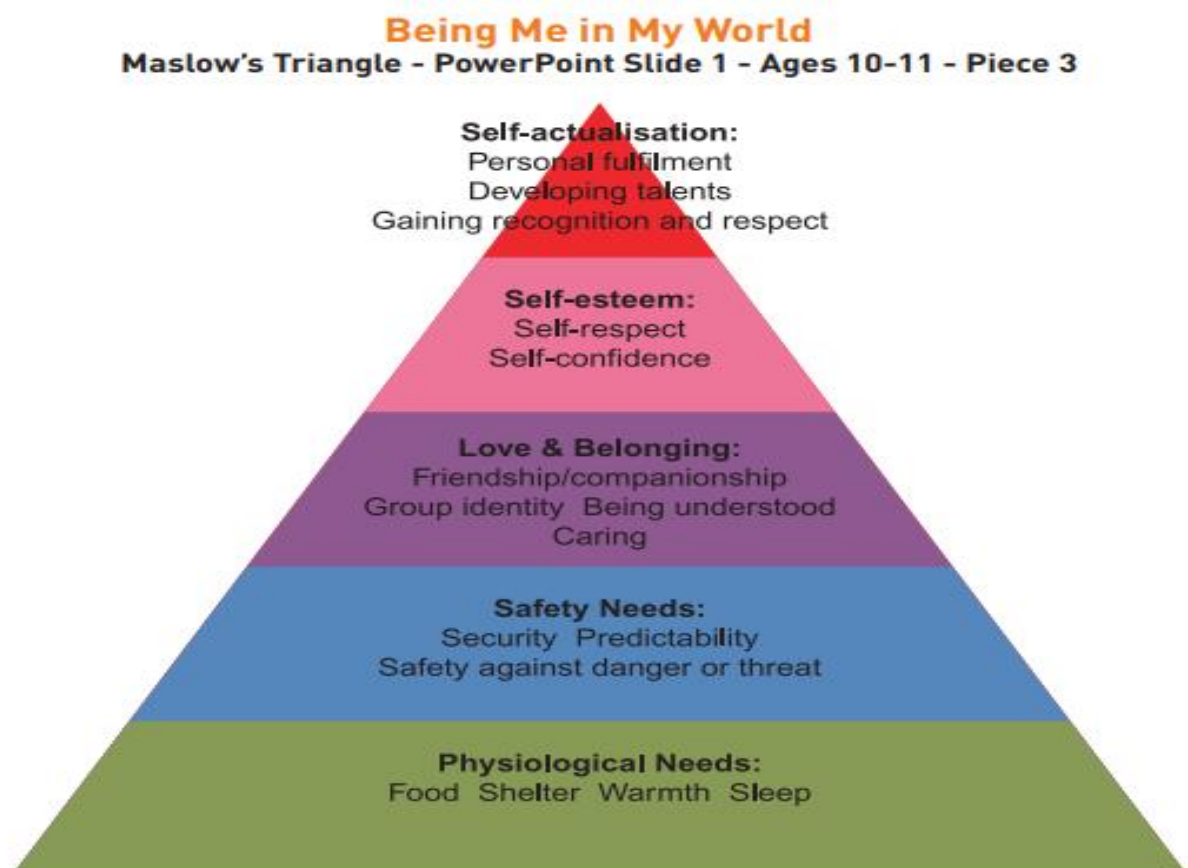
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Help me reflect

Slide 4: 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.

Example of resources used in Year 6 for 'Being Me in My World'.





1. What is your favourite subject at school?

2. Write three words to describe how you feel about coming to this school.

3. Write three words to describe how you feel about going to secondary school.

4. What is your ambition for when you leave school?

5. What is your favourite chocolate bar?



Ghana is on the African continent. It is on the Atlantic Coast.



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Many children have to work on the plantations and go to school,



as well as do housework and chores at home. Some children do not go to school at all. Many Ghanaian children don't get to eat the chocolate they help to harvest because it is too expensive.

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These children do not go to school.



Their families feel it is better for them to work on the cocoa plantation rather than get an education. Some of the children in this picture have dreams to be teachers and doctors.