

## Year 6

### 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 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 – 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. Am I normal?	I understand there are different perceptions about what normal means.
Lesson 2	Include others when working and playing. Understanding difference	I understand how being different could affect someone's life.
Lesson 3	Know how to help if someone is being bullied. Power struggles	I can explain some of the ways in which one person or a group can have power over another.
Lesson 4	Try to solve problems. Why bully?	I know some of the reasons why people use bullying behaviours.
Lesson 5	Try to use kind words. Celebrating difference.	I can give examples of people with disabilities who lead amazing lives.
Lesson 6	Know how to give and receive compliments. Celebrating difference	I can explain ways in which difference can be a source of conflict and a cause for celebration.

## Example of a lesson plan

### Connect us

Play 'Zoom! Eek!'

Sitting in a circle the first child turns to the child on his right, makes eye contact and calls out 'Zoom!'; that child then calls out 'Zoom!' to the person on his right and it continues around the circle. To change the direction of the 'Zoom!' a child can call out 'Eek!' ('Eek' is the sound of screeching brakes) instead, at which point the zoom goes in the opposite direction around the circle until another 'Eek!' is called. Make sure that all children are included in this game. You may feel you need to lighten the atmosphere at the end of this lesson by playing the game again then.

### 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

Bullying/not bullying.

In one corner of the classroom, display a label that says 'Bullying'. In the other corner of the classroom, display the label 'Not bullying.' Also have a label in the centre of the room that says 'Not sure'.

Then read out the statements below and ask the children to stand by the label that best describes their opinion.

1. Ismail spits into a glass of water and says he will make Ahmed drink it.
2. Anna keeps telling other girls in their group not to 'like' any of Marie's posts and to ignore her in school.
3. Jemma has a disability which means she can't always control her movements and causes her to jerk her hands up. A group of girls always laugh at her when this happens and mimic her actions.
4. Maddie and Amy won't let Jasmin play with them because they have fallen out.
5. Jake and Ryan have had an argument. Jake kicks Ryan's coat across the corridor and calls Ryan gay.
6. Jodie tells Marcus each day that if he doesn't give her his dinner money, she will get her group to beat him up.
7. There was one occasion when Simmi called Ali a lesbian as an insult and she was really upset
8. Stephan keeps on sending his mates photos of his sister kissing her boyfriend even though she keeps asking him not to

## **Tell me or show me**

Slide 1: Debrief each of the scenarios and help the children to review and clarify the following about bullying:

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.

Ask the children to think about which of these statements shows direct bullying and which are examples of indirect bullying. (Direct is done directly to the person, indirect bullying is behind their back).

## **Let me learn**

Using one of the scenarios that the children have decided is an example of bullying, ask the class to say what the different people in the scenario may be feeling?

Establish a list of reasons as to why people may use bullying behaviours, e.g. power, fear, because they don't know other strategies to get what they want.

Briefly discuss with the class how the person being bullied in the scenario could manage their feelings in that situation and what they could do about it.

Slide 2: Working in groups, children go through the same thinking process with another scenario (see scenario cards so that each group has a different scenario) and together answer three questions.

1. What might be the reasons for the person/people using bullying behaviours?
2. How did these behaviours make the recipient of them feel and what could they do to manage these feelings e.g. calming techniques, talking to someone.
3. How could the recipient deal with/manage the situation?

Each group feeds back their answers to the class and the teacher collates a list of strategies for managing feelings and dealing with bullying situations.

**1) In the second World War, around six million Jewish people died in Europe.**

(Answer: True - it is estimated 2/3 of the Jewish population in Europe died. This is because the Nazi's believed that Jewish people (and other races and lifestyles too) were second-rate and should be wiped out. It became 'normal' for people in Germany during the second world war to discriminate against Jewish people. Many Germans did not want to go along with this but the Nazi's were terrifying so many went along with it to stay out of trouble.)

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**2) Most black people worked as slaves in America and England in the early 1800's.**

(Answer: True - both America and England were involved in the slave trade which meant they captured Africans and transported them to work as slaves in their countries. It became 'normal' to see black people working as slaves and having no rights in these countries. Some people did not agree with this and eventually the laws were changed to give slaves their freedom. Civil rights were only granted to black people in America in 1968 so it took many years for this to happen.)

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**3) All the countries of the World have laws that allow gay people to get married.**

(Answer: False - some countries have made gay marriages legal but there are others that choose not to give these rights. This is because gay people in these countries are not seen as 'normal'.)

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**4) More boys than girls go to school in Pakistan.**

(Answer: True - More boys go to school. Although primary school is compulsory in Pakistan, only 60% of boys go and 40% of girls. Fewer girls go to school because it is considered 'normal' that education is important for boys but not for girls, although this is changing. Malala Yousafzai is strong campaigner for girls' education in Pakistan and she won the Nobel Peace Prize for her actions.)

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## **The Equality Act, 2010 (England)**

**It is against the law to discriminate against anyone because of**

- age
- **gender reassignment**
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race, including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

**These are called 'protected characteristics'**

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This is an amazing story about a real person called Robert. He led an incredible life in lots of different ways as you will find out. There are some BIG surprises in the story too!

Robert Marshall Cowell was born in London in 1918. His father was a famous surgeon, who eventually became the doctor for the Royal Family.

Robert went to an all boys' school and during his time there he became keen on cars and motor racing. He spent as much time as he could learning about motor sport and how to fix cars. He was so keen he even used to sneak into motor racing events disguised as a mechanic! After leaving school Robert went to university to study engineering, and eventually became the motor racing driver he had always dreamed of being. He competed in the 1939 Belgium Grand Prix, but his motor racing career was cut short by the outbreak of World War 2.

He was drafted into the Royal Air Force to fight for the British forces in the war. Because Robert was an expert engineer he learnt how to repair and fly aeroplanes. He became a skilled fighter pilot and was involved in several air battles, where he flew a special type of fighter plane called a Spitfire. Towards the end of the war Robert was involved in an attack on enemy cannons and his plane was hit by gunfire and crashed. He escaped with his life but was captured by the enemy army and imprisoned until the end of the war. Robert planned two escape attempts from the prison camp but he was caught each time. He was a very brave and courageous person.

**What are your impressions of Robert so far?**

Once the war was over and the world was peaceful again, Robert returned to motor racing and he competed in other Grand Prix events. But then Robert had to find a different sort of courage. Three years after the war was over, Robert became sad. Very sad. He was diagnosed with depression (which is like being sad all the time) and doctors couldn't work out the reason behind it. He became so depressed that he had to leave his wife and children as they were being upset too. Eventually Robert saw a doctor who helped him work out why he was depressed.

Robert had always felt different from the other men he knew. Robert was transgender, which meant that he was born with a male body but felt like a female. The doctors helped Robert realise that this was the reason behind his depression and helped him start a special process called transitioning, where he changed his male body into a female one.

Robert felt much happier living as a female and changed his name to Roberta. People made nasty remarks to Roberta and made fun of her, but she had to use all the courage she had shown in her earlier life to stand up for who she was, and make the changes she needed to be happy and healthy. At that time people didn't understand that some people are born transgender, unlike nowadays where it is recognised that transgender people are a welcome part of our society. Unlike Roberta some transgender people feel male but are born with a female body, and some transgender people are happy not to transition but stay with the body they were born with. There are a whole range of transgender people, and this called gender diversity.

Roberta carried on driving in motor sport events and had a very successful career until she died in 2011 at the age of 93!

What an incredible life!

**What are your impressions of Roberta?**

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.

1. What might be the reasons for the person/people using bullying behaviours?
2. How did these behaviours make the recipient of them feel and what could they do to manage these feelings e.g. calming techniques, talking to someone.
3. How could the recipient deal with/manage the situation?

### 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,  
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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.

## Scenario

1

A girl is very popular and has a lot of friends. She tells another child that she can't join in a game as she is "Not one of the group".

2

A teacher refuses a child to go out at playtime because they have misbehaved.

3

A girl is very funny and can make others laugh with what she says about other people. People want to be her friends because they know that she will make them feel small with her words or jokes if they go against her.

4

A boy in knows something serious about another child.

5

A child gets threatening text messages from someone they don't recognise.

6

A new child joins the class but doesn't know much English. He feels that he isn't part of the group because it doesn't understand what is being said by the other children.

## Power (teacher notes)

1

The girl's power comes from the friends.

2

The power comes from the teacher's role which allows them to expect certain behaviours from the children.

3

Her power comes from her ability to use words to make people feel good or bad.

4

The information gives the boy power because he can decide to share it or not.

5

The anonymous user name and the internet gives the sender the power because they think they can't be identified. However, it is now possible to trace malicious content on the web/mobile network.

6

A group that is all boys/all girls or who all speak the same language can have power over anyone who is in the minority, e.g. a girl in a group of boys, a boy in a group of girls, a person who speaks a different language. Being in the majority and speaking the majority language all give power in this scenario.



**1. Tomika is always teased by group of girls on the way to and from school who say she is dirty because she has a dark tone to her skin.**

**2. Jaxon has been outed on the internet by Liam. Liam found out that Jaxon has been fostered and has told everyone in their social-media group even though Jaxon asked him not to.**

**3. Olivia has taken several pictures of Tammy at the prom and keeps sharing them on her mobile phone. She has asked her friendship group to comment on Tammy's clothes and appearance and make jokes about her. Tammy can see all the messages and emoticons.**

**4. Adilya has a birthmark on her back. At swimming lessons other children say it's disgusting and won't go near her in the water.**

**5. There is a photo of a boy in Mackenzie's school being shared by some children on their mobiles. Someone has added a filter that says 'LOSER'. Mackenzie forwards the photo to her best friend and adds 'LOL' (Laugh Out Loud) as a comment with a laughing emoji. There are lots of similar comments from other children in the thread.**

**6. Jordan keeps threatening Frank that if he doesn't join his gang they will beat him up.**

## **Race**

**Some ideas for your freeze frames:**

- A child from a different country arrives at school and is bullied.
- A new shop opens that sells food for a certain community. It used to be a general store that sold things for the whole community and people don't like the change.
- Some new houses are being built in town for refugee families on the site of a park that has become run down. The residents feel that it is unfair the park is being taken away.



## **Religion**

### **Some ideas for your freeze frames:**

- A child makes fun of another with a different religion because of the way they look/ what they are wearing.
- A parent/carer won't let their child perform in a school play because of their religion.
- All of the children in the class have been invited to a sleepover birthday party at a child's house. The children with a different religion in the class have not been allowed to go.

## **Disability**

### **Some ideas for your freeze frames:**

- At a theme park some disabled children get a 'pass' to the front of a queue for a ride.
- A person in a wheelchair is on a bus in the space for wheelchairs. The person standing next to them is being friendly but talks very loudly and slowly assuming the person in the wheelchair doesn't understand them.
- A person who has a disability but is not in a wheelchair parks in a disabled space. A member of the public challenges them about it.

## **Gender**

### **Some ideas for your freeze frames:**

- A girl joins a sports club that up until now has only allowed boys to join.
- A boy is made fun of at school because he has some pink logos on his trainers.
- A teenage girl is not allowed to stay out as late as her twin brother.

## **Sexuality**

### **Some ideas for your freeze frames:**

- A girl is called 'gay' by her classmates because she enjoys playing rugby and is not interested in make-up and fashion.
- A girl is teased because she lives with her gay dads.
- Someone sends nasty text messages to a boy calling him a 'he-she' because the boy doesn't play football at breaktime and prefers to chat to the girls in his friendship group.

## **Age**

### **Some ideas for your freeze frames:**

- A parent/carer won't let their teenager stay out past 9pm because they say they are not old enough.
- At a theme park the ride attendant won't let an 11 year-old onto a ride because they are just too short. The ride sign says suitable for over 7s.
- A grandparent criticises a grandchild because of their choice of music.

## **Use of technology**

### **Some ideas for your freeze frames:**

- A parent/carer criticises their child over how much time they spend scrolling on their mobile phone and tablet.
- A family go out for pizza to celebrate a birthday but at the restaurant everyone is constantly checking their mobile phone. The person who has the birthday is upset.
- A child wants to buy a videogame that has an 18 certificate, the adult they are with won't let them.

Name .....

					TINT BOX - To improve next time I...
Piece 4	I know some of the reasons why people use bullying behaviours.				.....
	I can tell you a range of strategies for managing my feelings in bullying situations and for problem solving when I'm part of one.				.....
Piece 5	I can give examples of people with disabilities who lead amazing lives.				.....
	I appreciate people for who they are.				.....
Piece 6	I can explain ways in which difference can be a source of conflict and a cause for celebration.				.....
	I can show empathy with people in either situation.				.....

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

