

PSHE Jigsaw Year 3

Number of Lessons	Lesson Outcome/ Key Knowledge	Key Vocabulary	Assessment
IN 1 Piece 1: Me in My World 3 lessons	<u>Lesson One</u> <u>Our Learning Charter</u> <u>Getting to know each other</u> Recognise my worth and identify positive things about myself and my achievements. Set personal goals and know how to use my Jigsaw Journal. Value myself and know how to make someone else feel welcome and valued.	<u>Lesson One</u> Welcome Valued Achievements Proud Pleased Personal goal Praise Acknowledge Affirm	Self-assessment using the document with 'I can' statements at the end of each Unit 'I can' statements to encourage outcomes from throughout unit Teacher comments can be added to these documents. Red/Amber/Green on In Knowledge assessment:
	<u>Lesson Two</u> <u>Our Learning Charter</u> <u>Our Nightmare School</u> Face new challenges positively, make responsible choices and ask for help when I need it. Recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions.	<u>Lesson Two</u> Emotions Feelings Nightmare Fears Worries Solutions Support	
	<u>Lesson Three</u> <u>Our Learning Charter</u> <u>Our Dream School</u> Understand why rules are needed and how they relate to rights and responsibilities. Know how to make others feel value.	<u>Lesson Three</u> Rights Responsibilities Learning Charter Nightmare Dream	

<p><u>Lesson Four</u> <u>Our Learning Charter</u> <u>Rewards and Consequences</u></p> <p>Understand that my actions affect myself and others and I care about other people's feelings. Understand that my behaviour brings rewards/consequences</p>	<p><u>Lesson Four</u></p> <p>Behaviour Rewards Consequences Actions Feelings Rights Responsibilities Fairness Choices</p>	
<p><u>Lesson Five</u> <u>Our Learning Charter</u> <u>Our Learning Charter</u></p> <p>Make responsible choices and take action. Work cooperatively in a group</p>	<p><u>Lesson Five</u></p> <p>Co-operate Rights Responsibilities Rewards Consequences Choices Learning Charter Challenge Group dynamics Team work</p>	
<p><u>Lesson Six</u> <u>Our Learning Charter</u> <u>Owning our learning charter</u></p> <p>Understand my actions affect others and try to see things from their points of view. Choose to follow the Learning Charter</p>	<p><u>Lesson Six</u></p> <p>Learning Charter Actions View point Ideal school Belong</p>	

ntive Knowledge

To know what self- worth is.

To know what an achievement is and why we can feel proud about these.

To understand how to set manageable and achievable goals.

To recognise emotional cues (how do we know somebody is happy, sad, angry etc.)

To know the school rules and why we have these in place.

To understand the school's behaviour policy and what rewards and sanctions are in place.

Procedural Knowledge

- To work effectively as part of a group and contribute ideas.

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	Key Knowledge		
Unit 2 Lesson 2: Making Difference is	<u>Lesson One</u> <u>Hall of Fame</u> <u>Families</u> I understand that everybody's family is different and important to them. I appreciate my family/the people who care for me.	<u>Lesson One</u> Family Loving Caring Safe Connected Difference Special	Self-assessment using the document with 'I can' statements at the end of each Unit 'I can' statements to encourage outcomes from throughout unit Teacher comments can be added to these documents
	<u>Lesson Two</u> <u>Hall of Fame</u> <u>Family Conflict</u> Understand that differences and conflicts sometimes happen among family members. Know how to calm myself down and can use the 'Solve it together' technique.	<u>Lesson Two</u> Family Conflict Solve it together Solutions Resolve	
	<u>Lesson Three</u> <u>Hall of Fame</u> <u>Witness and Feelings</u> Know what it means to be a witness to bullying. Know some ways of helping to make someone who is bullied feel better.	<u>Lesson Three</u> Witness Bystander Bullying Gay Unkind Feelings Tell	
	<u>Lesson Four</u> <u>Hall of Fame</u> <u>Witness and Solutions</u> Know that witnesses can make the situation better or worse by what they do.	<u>Lesson Four</u> Witness Bystander Bullying Gay	

	Problem-solve a bullying situation with others.	Unkind Feelings Tell	
	<p><u>Lesson Five</u> <u>Hall of Fame</u> <u>Words that Harm</u></p> <p>Recognise that some words are used in hurtful ways. Try hard not to use hurtful words (e.g. gay, fat)</p>	<p><u>Lesson Five</u></p> <p>Consequences Hurtful Solve it together Gay</p>	
	<p><u>Lesson Six</u> <u>Hall of Fame</u> <u>Kites</u></p> <p>Tell you about a time when my words affected someone's feelings and what the consequences were. Give and receive compliments and know how this feels .</p>	<p><u>Lesson Six</u></p> <p>Compliment Special Unique Difference Similarity</p>	

Key Knowledge

- ↳ know that families are made up in different ways (same sex couple, single parent, grandparents, carer/foster parent etc.)
- ↳ understand ways to calm self down when feeling angry or upset
- ↳ know what a bully, bystander and witness are and how to report incidents of bullying
- ↳ understand how bullying can upset others and why it is not a good choice
- ↳ understand words can be hurtful and some things should not be said

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<p>1</p> <p>iece 3: and Goals</p> <p>is</p>	<p><u>Lesson One</u> <u>Our Garden of Dreams and Goals</u> <u>Dreams and Goals</u></p> <p>Tell you about a person who has faced difficult challenges and achieved success. Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p>	<p><u>Lesson One</u></p> <p>Perseverance Challenges Success Obstacles Dreams Goals</p>	<p>Self-assessment using th document with 'I can' stat at the end of each Unit</p> <p>'I can' statements to encc outcomes from throughou unit</p> <p>Teacher comments can b to these documents</p>
	<p><u>Lesson Two</u> <u>Our Garden of Dreams and Goals</u> <u>My Dreams and Ambitions</u></p> <p>Identify a dream/ambition that is important to me. Imagine how I will feel when I achieve my dream/ambition.</p>	<p><u>Lesson Two</u></p> <p>Dreams Goals Ambitions Future Aspirations</p>	
	<p><u>Lesson Three</u> <u>Our Garden of Dreams and Goals</u> <u>My Dreams and Ambitions</u></p> <p>Enjoy facing new learning challenges and working out the best ways for me to achieve them. Break down a goal into a number of steps and know how others could help me to achieve it.</p>	<p><u>Lesson Three</u></p> <p>Garden Decoration Dream Goal Team work Enterprise Design Cooperation</p>	
	<p><u>Lesson Four</u> <u>Our Garden of Dreams and Goals</u> <u>Our New Challenge</u></p>	<p><u>Lesson Four</u></p> <p>Challenge</p>	

<p>Be motivated and enthusiastic about achieving our new challenge. Know that I am responsible for my own learning and that I can use my strengths as a learner to achieve the challenge.</p>	<p>Product Team work Cooperation Strengths Motivated Enthusiastic Excited Efficient Responsible</p>	
<p><u>Lesson Five</u> <u>Our Garden of Dreams and Goals</u> <u>Overcoming Obstacles</u></p> <p>Recognise obstacles which might hinder my achievement and take steps to overcome them. Manage the feelings of frustration that may arise when obstacles occur.</p>	<p><u>Lesson Five</u></p> <p>Obstacles Frustration 'Solve it together' technique Solution Team work</p>	
<p><u>Lesson Six</u> <u>Our Garden of Dreams and Goals</u> <u>Celebrating my Learning</u></p> <p>Evaluate my own learning process and identify how it can be better next time. Be confident in sharing my success with others and store my feelings in my internal treasure chest.</p>	<p><u>Lesson Six</u></p> <p>Review Learning Strengths Success Self-review Celebrate Evaluate</p>	
<p><u>Declarative Knowledge</u> To know what a challenge is and to understand why they are good for our development and growth. To understand how to aspire to have goals, dreams and aspirations and know how to break these down into manageable steps.</p>	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> - To know how to become resilient and to manage negative feelings associated with failure and defeat. - To know how to express my success with others. - To know how to show respect 	

To know what strengths are and to identify own strengths.	
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<p>2</p> <p>Piece 4: Me</p> <p>is</p>	<p><u>Lesson One</u> <u>The Healthy, Happy Me Recipe Book</u> <u>Being Fit and Healthy</u></p> <p>Understand how exercise affects my body and know why my heart and lungs are such important organs. Set myself a fitness challenge.</p>	<p><u>Lesson One</u></p> <p>Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness</p>	<p>Self-assessment using the document with 'I can' statements at the end of each Unit</p> <p>'I can' statements to encourage outcomes from throughout unit</p> <p>Teacher comments can be added to these documents</p>
	<p><u>Lesson Two</u> <u>The Healthy, Happy Me Recipe Book</u> <u>Being Fit and Healthy</u></p> <p>Know that the amount of calories, fat and sugar I put into my body will affect my health. Know what it feels like to make a healthy choice</p>	<p><u>Lesson Two</u></p> <p>Energy Calories Kilojoules Labels Sugar Fat Saturated Fat</p>	
	<p><u>Lesson Three</u> <u>The Healthy, Happy Me Recipe Book</u> <u>What do I know about drugs?</u></p> <p>Tell me my knowledge and attitude towards drugs. Identify how I feel towards drugs. Only focus on good drugs/medicines.</p>	<p><u>Lesson Three</u></p> <p>Healthy Drugs Attitude</p>	
	<p><u>Lesson Four</u> <u>The Healthy, Happy Me Recipe Book</u> <u>Being Safe</u></p>	<p><u>Lesson Four</u></p> <p>Safe Anxious</p>	

	Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. Express how being anxious or scared feels.	Scared Strategy Advice	
	Lesson Five <u>The Healthy, Happy Me Recipe Book</u> <u>Safe or Unsafe?</u> Identify when something feels safe or unsafe. Take responsibility for keeping myself and others safe.	Lesson Five Safe Harmful Risk Feelings	
	Lesson Six <u>The Healthy, Happy Me Recipe Book</u> <u>My Amazing Body</u> Understand how complex my body is and how important it is to take care of it. Respect my body and appreciate what it does for me.	Lesson Six Complex Appreciate Body Healthy Safe Choice Risk	

Key Knowledge

- ☐ know the functions of the heart and lungs and why these are important.
- ☐ understand the effects of exercise on the body (making us fitter, stronger, healthier, breathing gets faster and deeper, heart rate gets quicker, we sweat)
- ☐ know about healthy and unhealthy foods and their effects (weight gain, rotting teeth, strong bones, vitamins etc)
- ☐ know that some drugs are good and make us feel better.
- ☐ know which places and people are dangerous and who to go to when in danger (police, family, safe strangers)

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<p><u>Lesson Four</u> <u>Our Relationships Fiesta</u> <u>Being a Global Citizen 1</u></p> <p>Explain how some of the actions and work of people around the world help and influence my life. Show an awareness of how this could affect my choices.</p>	<p><u>Lesson Four</u></p> <p>Global Communications Transport Interconnected Food journeys Climate Trade Inequality</p>	
<p><u>Lesson Five</u> <u>Our Relationships Fiesta</u> <u>Being a Global Citizen 2</u></p> <p>Understand how my needs and rights are shared by children around the world and to identify how our lives may be different. Empathise with children whose lives are different to mine and appreciate what I may learn from them.</p>	<p><u>Lesson Five</u></p> <p>Needs Wants Rights Deprivation United Nations Equality Justice</p>	
<p><u>Lesson</u> <u>Our Relationships Fiesta</u> <u>Owning our learning charter</u></p> <p>Know how to express my appreciation to my friends and family. Enjoy being part of a family and friendship groups.</p>	<p><u>Lesson Six</u></p> <p>Happiness Celebrating Relationships Friendship Family Thank you Appreciation</p>	

ive Knowledge

To understand some family members have stereotypical roles (mum cooks and cleans, dad works and does DIY) but these are always true

To know who is responsible for what in a family (getting money, cleaning, taking care of the children) and understanding my ow

he family (contributing by doing chores, helping family etc.)

To know that some countries are poorer and less fortunate than my own and that there are people and charities helping those countries by giving them food, water, medicine and clothing.

To know that every child has rights and what these rights are (right to be cared for, given an education, kept safe, given medicine in need etc.)

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Piece 6: Growing Me 5	<u>Lesson One</u> <u>Tree of Change</u> <u>How Babies Grow</u> Understand that in animals and humans lots of changes happen between being born and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals.	<u>Lesson One</u> Changes Birth Animals Babies Mother Growing up	Self-assessment using the document with 'I can' statements at the end of each Unit 'I can' statements to encourage outcomes from throughout unit Teacher comments can be added to these documents
	<u>Lesson Two</u> <u>Tree of Change</u> <u>Babies</u> Understand how babies grow and develop and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family.	<u>Lesson Two</u> Baby Grow Nutrients Survive Love Affection Care	
	<u>Lesson Three</u> PREVENT lesson	<u>Lesson Three</u>	
	<u>Lesson Four</u> Sun Safety	<u>Lesson Four</u>	
	<u>Lesson Five</u> <u>Tree of Change</u> <u>Family Stereotypes</u> Start to recognise stereotypical ideas I might have about parenting and family	<u>Lesson Five</u> Stereotypes Task Roles Challenge	

	<p>roles. Express how I feel when my ideas are challenged and be willing to change my ideas sometimes.</p>		
	<p><u>Lesson Six</u> <u>Tree of Change</u> <u>Looking Ahead</u></p> <p>Identify what I am looking forward to when I move to my next class. Start to think about changes I will make next year and know how to go about this.</p>	<p><u>Lesson Six</u></p> <p>Change Looking forward Excited Nervous Anxious Happy</p>	

tive Knowledge

- ☐ To know what happens to our bodies as we age (grow) from baby upwards and that females usually carry the baby.
- ☐ To know that a baby needs food and nurture as well as nappies, cots, clothes etc. to survive.
- ☐ To know how to stay safe in the sun.
- ☐ To understand own personal strengths and weaknesses and be able to make goals for next year based on these.