

PSHE Jigsaw Year 4

Number of Lessons	Lesson Outcome/ Key Knowledge	Key Vocabulary	Assessment
<p><u>IN 1</u></p> <p>Piece 1: Me in My World</p> <p>ns</p>	<p><u>Lesson One</u> <u>Our Learning Charter</u> <u>Becoming a Class 'Team'</u></p> <p>Know my attitudes and actions make a difference to the class team. Know how to use my Jigsaw Journal. Know how good it feels to be included in a group and understand how it feels to be excluded. Try to make people feel welcome and valued.</p>	<p><u>Lesson One</u></p> <p>Included Excluded Welcome Valued Team Charter</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>Red/Amber/Green Insights</p> <p>Teacher comments can be added to these documents.</p> <p>Knowledge assessment:</p>
	<p><u>Lesson Two</u> <u>Our Learning Charter</u> <u>Being a School Citizen</u></p> <p>Understand who is in my school community, the roles they play and how I fit in. Take on a role in a group and contribute to the overall outcome</p>	<p><u>Lesson Two</u></p> <p>Role Job description School Community Responsibility</p>	
	<p><u>Lesson Three</u> <u>Our Learning Charter</u> <u>Rights, Responsibilities, Democracy</u></p> <p>Understand how democracy works through the school council/in this school. Recognise my contribution to making a Learning Charter for the whole school</p>	<p><u>Lesson Three</u></p> <p>Rights Responsibilities Democracy</p>	

<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 I care about other people's feelings and try to empathise with them. Understand how rewards and consequences motivate people's behaviour.</p>	<p><u>Lesson Four</u></p> <p>Reward Consequence Democratic</p>	
<p><u>Lesson Five</u> <u>Our Learning Charter</u> <u>Our Learning Charter</u></p> <p>Understand how groups come together to make decisions. Take on a role in a group and contribute to the overall outcome.</p>	<p><u>Lesson Five</u></p> <p>Decisions Rights Responsibilities Voting Democracy Authority Learning Charter Role Contribution Observer</p>	
<p><u>Lesson Six</u> <u>Our Learning Charter</u> <u>Owning our Learning Charter</u></p> <p>Understand how democracy and having a voice benefits the school community. Understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	<p><u>Lesson Six</u></p> <p>Decisions Choices Democracy UN Convention on Rights of Child Learning Charter</p>	

ntive Knowledge

To know that working as part of a team means to be a good listener and to contribute own ideas.

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

To know how different roles within a group can support one another to create a successful end product.

To know the rights of every child and how these are in place to keep everybody safe and looked after.

To understand that a vote means people get a choice in how things turn out ie. voting for a school counselor, political party or captain because they like the sound of those ideas.

To know that a democracy means that all people can be heard and can have their say - ie voting.

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	Key Knowledge		
Unit 2 Piece 2: Understanding Difference is	<u>Lesson One</u> <u>Hall of Fame</u> <u>Judging by Appearances</u> Understand that, sometimes, we make assumptions based on what people look like. Try to accept people for who they are.	<u>Lesson One</u> Character Assumption Judgement Surprised Different Appearance Accept	Self-assessment using the document with 'I can' statements at the end of each Unit 'I can' statements to encourage outcomes from throughout unit Red/Amber/Green Insights Teacher comments can be added to these documents
	<u>Lesson Two</u> <u>Hall of Fame</u> <u>Understanding Influences</u> Understand what influences me to make assumptions based on how people look. Question why I think what I do about other people.	<u>Lesson Two</u> Assumption Influence Appearance Opinion Attitude Judgement	
	<u>Lesson Three</u> <u>Hall of Fame</u> <u>Understanding Bullying</u> Know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on but I'm not sure. Know how it might feel to be a witness to and a target of bullying.	<u>Lesson Three</u> Bullying Friend Secret Deliberate On purpose Bystander Witness	
	<u>Lesson Four</u> <u>Hall of Fame</u>	<u>Lesson Four</u>	

<p><u>Problem-Solving</u></p> <p>Tell you why witnesses sometimes join in with bullying and sometimes don't tell. Problem-solve a bullying situation with others.</p>	<p>Witness Bystander Bully Problem solve Cyber bullying Text message Website Troll</p>	
<p><u>Lesson Five</u> <u>Hall of Fame</u> <u>Special Me</u></p> <p>Identify what is special about me and to value the ways in which I am unique. Like and respect the unique features of my physical appearance.</p>	<p><u>Lesson Five</u></p> <p>Special Unique Different Characteristics Physical features</p>	
<p><u>Lesson Six</u> <u>Hall of Fame</u> <u>Celebrating Difference: How we Look</u></p> <p>Tell you a time when my first impression of someone changed when I got to know them. Explain why it is good to accept people for who they are.</p>	<p><u>Lesson Six</u></p> <p>Impression Changed Judgement Assumption Influence Special Different Accept</p>	

tive Knowledge

To understand that we make judgements about people (assuming we know something about somebody that we actually do not) why this can be hurtful.

To know that accepting somebody means to let somebody be what they want and to support and respect that choice.

To know the different roles involved with bullying (bystander, witness, victim, bully) and how each role can help mitigate the negative effects of bullying.

To know that cyber-bullying is bullying involving the internet and technology such as social media messages, posts and text me

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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>Hopes and Dreams</u></p> <p>Tell you about some of my hopes and dreams. Know how it feels to have hopes and dreams.</p>	<p><u>Lesson One</u></p> <p>Dream Hope Goal Determination Perseverance Resilience Positive Attitude</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>Red/Amber/Green Insight</p> <p>Teacher comments can b to these documents</p>
	<p><u>Lesson Two</u> <u>Our Garden of Dreams and Goals</u> <u>Broken Dreams</u></p> <p>Understand that sometimes hopes and dreams do not come true and that this can hurt. Know how disappointment feels and identify when I have felt that way.</p>	<p><u>Lesson Two</u></p> <p>Dreams Goals Hopes Disappointment Fears Hurt Resilience</p>	
	<p><u>Lesson Three</u> <u>Our Garden of Dreams and Goals</u> <u>Overcoming Disappointment</u></p> <p>Know that reflecting on positive and happy experiences can help me to counteract disappointment. Know how to cope with disappointment and help others cope with theirs.</p>	<p><u>Lesson Three</u></p> <p>Positive experiences Hopes Dreams Disappointment Hurt Goals Plans Cope Help Resilience</p>	
	<p><u>Lesson Four</u> <u>Our Garden of Dreams and Goals</u></p>	<p><u>Lesson Four</u></p>	

<p><u>Creating New Dreams</u> Know how to make a new plan and set new goals even if I have been disappointed. Know what it means to be resilient and to have a positive attitude.</p>	<p>Resilience Self-belief Motivation Perseverance Determination Goal Dream Commitment</p>	
<p><u>Lesson Five</u> <u>Our Garden of Dreams and Goals</u> <u>Achieving Goals</u></p> <p>Know how to work out the steps to take to achieve a goal, and do this successfully as part of a group. Enjoy being part of a group challenge.</p>	<p><u>Lesson Five</u></p> <p>Goal Team work Enterprise Design Cooperation</p>	
<p><u>Lesson Six</u> <u>Our Garden of Dreams and Goals</u> <u>We Did It!</u></p> <p>Identify the contributions made by myself and others to the group's achievement. Know how to share in the success of a group and how to store this success experience in my internal treasure chest.</p>	<p><u>Lesson Six</u></p> <p>Resilience Positive attitude Review Disappointment Learning Strengths Success Celebrate Evaluate</p>	

tive Knowledge

To know that hopes and dreams are things we want to happen but will not always come true.

To understand that disappointment is feeling sad about a hope or dream not happening and knowing how to deal with this sadness

To know how to make a plan using steps to achieve a goal, especially after being disappointed by trying to achieve this and failing again - trying again despite defeat.

To understand how people can help us achieve our goals, especially when working in group situations.

To know that resilience is the strength to keep on trying even after failing multiple times.

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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>My Friends and Me</u></p> <p>Recognise how different friendship groups are formed, how I fit into them and the friends I value the most. Identify the feelings I have about my friends and my different friendship groups.</p>	<p><u>Lesson One</u></p> <p>Friendships Emotions Healthy Relationships Friendship groups Value</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>Red/Amber/Green Insight</p>
	<p><u>Lesson Two</u> <u>The Healthy, Happy Me Recipe Book</u> <u>Group Dynamics</u></p> <p>Understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations. Be aware of how different people and groups impact on me and to recognise the people I most want to be friends with.</p>	<p><u>Lesson Two</u></p> <p>Friendship groups Roles Leader Follower Assertive Agree / disagree</p>	<p>Teacher comments can be added to these documents</p>
	<p><u>Lesson Three</u> <u>The Healthy, Happy Me Recipe Book</u> <u>Smoking</u></p> <p>Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. Recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p>	<p><u>Lesson Three</u></p> <p>Smoking Pressure Peers Guilt Advice</p>	
	<p><u>Lesson Four</u> <u>The Healthy, Happy Me Recipe Book</u> <u>Alcohol</u></p>	<p><u>Lesson Four</u></p>	

<p>Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>Recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p>	<p>Alcohol Liver Disease</p>	
<p><u>Lesson Five</u> <u>The Healthy, Happy Me Recipe Book</u> <u>Healthy Friendships</u></p> <p>Recognise when people are putting me under pressure and can explain ways to resist this when I want. Identify feelings of anxiety and fear associated with peer pressure.</p>	<p><u>Lesson Five</u></p> <p>Pressure Peers Anxiety Fear</p>	
<p><u>Lesson Six</u> <u>The Healthy, Happy Me Recipe Book</u> <u>Celebrating my Inner Strength and Assertiveness</u></p> <p>Know myself well enough to have a clear picture of what I believe is right and wrong. Tap into my inner strength and know how to be assertive.</p>	<p><u>Lesson Six</u></p> <p>Believe Assertive Opinion Right Wrong</p>	

tive Knowledge

- ☐ know that peer pressure is when we feel obligated to do something because our friends are doing it.
- ☐ understand the effects of smoking on the body (damages the lungs, shortness of breath, lung and throat cancers)
- ☐ know the effects of alcohol on the body (damage to the kidney and liver)
- ☐ know that an addiction is something we do regularly and struggle to give it up.
- ☐ understand how to respond to pressure and to be confident in making their own choices - saying 'no'

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	Know how to stand up for myself and how to negotiate and compromise.	Anger Betrayal Empathy	
	<p>Lesson Five <u>Our Relationships Fiesta</u> <u>Girlfriends and Boyfriends</u></p> <p>Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. Understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressured into having a boyfriend/ girlfriend.</p>	<p>Lesson Five</p> <p>Boyfriend Girlfriend Attraction Pressure Personal Comfortable</p>	
	<p>Lesson Six <u>Our Relationships Fiesta</u> <u>Celebrating my Relationships with People and Animals</u></p> <p>Know how to show love and appreciation to the people and animals who are special to me. Know that I can love and be loved</p>	<p>Lesson Six</p> <p>Special Love Appreciation Symbol Care</p>	

Key Knowledge

To know that a boyfriend or a girlfriend is a special relationship that we have when we are older where we love and care about a person very much.

To know that jealousy is wanting what other people have and how to control this emotion.

To know the difference between loving somebody and caring about them as a friend, we love our family members and we care about our friends.

To understand that when we lose somebody we love or care about it can be very painful and we grieve (are upset by this loss) and we can do things to manage these emotions.

To know that people care in similar ways about animals and pets.

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<p>2</p> <p>Piece 6: Being Me</p> <p>is</p>	<p><u>Lesson One</u> <u>Tree of Change</u> <u>Unique Me</u></p> <p>Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. Appreciate that I am a truly unique human being.</p>	<p><u>Lesson One</u></p> <p>Personal Unique Characteristics Parents</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>Red/Amber/Green Insight</p> <p>Teacher comments can be added to these documents</p>
	<p><u>Lesson Two</u> Positive Mental Health</p>	<p><u>Lesson Two</u></p>	
	<p><u>Lesson Three</u> PREVENT Lesson</p>		
	<p><u>Lesson Four</u> <u>Tree of Change</u> <u>Circles of Change</u></p> <p>Know how the circle of change works and can apply it to changes I want to make in my life. Am confident enough to try to make changes when I think they will benefit me.</p>	<p><u>Lesson Four</u></p> <p>Circle Seasons Change Control</p>	
	<p><u>Lesson Five</u> <u>Tree of Change</u> <u>Accepting Change</u></p> <p>Identify changes that have been and may continue to be outside of my control that I learnt to accept. Express my fears and concerns about changes that are outside of my control and know how to manage these feelings</p>	<p><u>Lesson Five</u></p> <p>Emotions Control Change Acceptance</p>	

	positively.		
	<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 a new class. Reflect on the changes I would like to make next year and can describe how to go about this.</p>	<p><u>Lesson Six</u></p> <p>Change Looking forward Excited Nervous Anxious Happy</p>	

tive Knowledge

- ☐ know that our body is made up of trillions of cells that contain our genes and these are what give us our own unique traits.
- ☐ understand that changes happen throughout nature to all living things. Seasons change, climates change, animals change.
- ☐ understand change is out of our control and how to deal with any emotions that arise.
- ☐ know that the world is affected by change - such as environmental change (littering, pollution, global warming)