

PSHE/Jigsaw Key Content MTP 2021-2022 Autumn

Autumn		Key Concepts				Teaching Points		Big ideas			
Unit of work		<p style="color: red;">Autumn 1: Being me in my world</p> <p style="color: blue;">Autumn 2: Celebrating difference</p>				<p style="color: red;">Being me in my world (Who am I? Understanding own identity and how I fit well in the class, school, and global community)</p> <p style="color: blue;">Understanding diversity (understanding diversity, respect, anti-bullying including cyber and homophobic bullying)</p>		<p style="color: red;">Understand how behaviour impacts on others around them</p> <p style="color: red;">Develop self-awareness</p> <p style="color: blue;">Identify what makes us all unique and celebrate diversity</p>		<p style="color: red;">Who am I?</p> <p style="color: blue;">Understanding Diversity</p>	
EYFS	Suggested lessons Aut 1	<p>Lesson 1: Practise calm me time, jigsaw routines and sing the song</p>	<p>Lesson 2: Sing the Jigsaw Song: 'Together as One'. (Whole class) Assortment of photos on floor with 4 emotions. Happy, sad, angry and excited. Children to work together to sort them into hoops. Children have just started school how might they feel?</p>	<p>Lesson 3: Jigsaw Jennie asks the children what the problem is and what the solution could be. Children talk in pairs, discussing the problem and share with the group and then come up with some solutions. Reiterate that the children are now part of _____ school/class and they are all to work together to look after each other and their setting. Questions: How does it make you feel when someone won't share with you? Why should we look after our classroom?</p>	<p>Lesson 4: Share the book, 'Hands are not for hitting', or similar. Talk about each page and what is going on, apply to the children's experiences. We all make mistakes sometimes but can say sorry and find a better way to play. Questions: Have you ever been hurt by someone else? Have you ever got cross and hit someone? How does it feel if someone won't let you play or join in with their game?</p>	<p>Lesson 5: What other rights do we have? Discuss in talking partners. Refer back to previous sessions. Then show the pictures of rights, e.g. children looking at a book, playing outside, drinking water, etc. Play the 'What If' game. What if we were not allowed to play/sleep/eat/be warm/have friends? Teacher to write down all the ones that apply to school life. Questions: How would you feel if someone told you weren't allowed to? Would that be OK?</p>	<p>Lesson 6: Look at last week's rights. Split children up into groups and talk about each right and what they could do to make sure they and others had those rights, e.g. right to be safe. Responsibility - tidy up the classroom, don't run in the hallways, play nicely outside, etc. Questions: How can we make sure that we are all safe/happy/learning in school?</p>	<p>Lesson 7: 3 Key Questions</p> <p style="color: red;">What different emotions do you know?</p> <p style="color: red;">What makes our classroom happy?</p> <p style="color: red;">What makes our classroom safe?</p>			
	Suggested lessons Aut 2	<p>Lesson 1: Sit the children in a circle, ask the children to think about what they are good at in school. If appropriate, ask the children or another grown-up to collect the item and place it</p>	<p>Lesson 2: Jigsaw Jennie tells the children something s/he is good at. Using talking partners/friends, ask the children to talk to each other and find out something that</p>	<p>Lesson 3: As a group, look at how the photos have been sorted. Is there a different way we could sort the photos? Provide opportunities for children to share their ideas and sort</p>	<p>Lesson 4: Look at the houses you have made for some teddies. Are they the same or are they different? Show children pictures of different styles of house from around the world. Are any</p>	<p>Lesson 5: Read one of the suggested stories or one similar about making friends. Did the story do any of the children's ideas about how to make friends? Was there anything in the story</p>	<p>Lesson 6: Show a scenario How does it make the children feel seeing that unkind behaviour? How do you think the puppet/grown-up feels? Take some of the unkind things</p>	<p>Lesson 7: 3 key questions</p> <p style="color: red;">What makes a kind friend?</p> <p style="color: red;">What are you good at and why?</p> <p style="color: red;">How are we all unique?</p>			

		in the middle of the circle e.g. I am good at Playdoh (put Playdoh in middle). Questions: What are you good at doing and why? Are we all good at/like the same things?	they are each good at, e.g. I like football, he likes running. Feed back to the class. Does it matter if your friend likes something you don't? What about wearing different clothes? Talk about being unique and being who we want to be. Jigsaw Jennie likes to be a unique Jigsaw Friend. Questions: Is it OK to be and do different things to the people around us? Does it matter if your friend likes something you don't? Is it OK to wear different clothes?	the photos. Ask the children, can we group people? Why? Reinforce the idea that we all have some things that are the same but that we are also unique and very different from each other. Look around the room. Are we all the same/different? How? Are all our families the same? Raise Jigsaw Jerrie Questions: Can we group people easily? Are we all the same/different? How?	similar to where they live or are they different. Questions: What would a house look like? Are all houses the same?	that the children hadn't talked about? . Questions: How do you make friends? How can we be kind friends? What can we do if we see someone by themselves? How can we be kind friends? What can we say that would make us a kind friend?	said and encourage discussions about why they are not OK to be said. What could be done instead? Let children know this was a pretend scenario. Questions: Do you like what you see? How does it make you feel? Is it OK to say unkind things and why?	
	Key Content	Begin to develop and form positive relationships						
		Show sensitivity towards the needs of others						
	Second order concepts	Emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)						
		Responsibility (personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)						
		Resilience (Developing strategies for resilience, ambition, personal best and managing emotions)						
		Written and oral expression (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)						
YEAR 1	Autumn	If you go down to the woods			Key Concepts		Teaching Points	Big ideas
	Unit of work	Autumn 1: Being me in my world Autumn 2: Celebrating difference		Being me in my world (Who am I? Understanding own identity and how I fit well in the class, school, and global community) Understanding diversity (understanding diversity, respect, anti-bullying including cyber and homophobic bullying)		Understand how behaviour impacts on others around them Develop self-awareness Identify what makes us all unique and celebrate diversity	Who am I? Understanding Diversity	
	Suggested lessons Aut 1	Lesson 1: Give each child his/her Jigsaw Journal and explain that this is their special book for	Lesson 2: In their Jigsaw Journals, ask the children to draw a picture of themselves learning well with	Lesson 3: Ask the children, perhaps using thinking partners first, to think of one rule they think is	Lesson 4: In their pairs, the children take turns to read their ticket to their partner and say how they feel. Do	Lesson 5: Show the children the piece of flip chart from lesson 3 (Piece 3) and remind them of the 'rules' they	Lesson 6: Divide the children into smaller groups. Each group is going to draw a picture of their classroom	Lesson 7: 3 Key questions Should there be consequences for children who

	<p>Jigsaw lessons. ask them to draw a picture of themselves feeling safe and special. Some children could write “I feel safe and special when...” as well as drawing their pictures.</p>	<p>their friends. Some children share this with the whole class, the teacher summarises the rights and responsibilities for their classroom using the children’s ideas.</p>	<p>important for happy learning in school. The teacher should summarise the children’s ideas on a flip chart or whiteboard in 5 or 6 simple sentences using present tense, positive and inclusive language such as ... We are kind We listen We work hard. The teacher needs to keep the flip chart or whiteboard screenshot for future lessons.</p>	<p>they feel proud, pleased, happy? Can they think of other feeling words? Children stick their ‘I am proud of you’ ticket into their Jigsaw Journal.</p>	<p>decided were helpful for learning. In pairs invite the children to think of a possible consequence if each rule was not followed. Reinforce that we can choose to follow the rules or not but whatever we choose there will be consequences.?</p>	<p>following the Learning Charter. While the children are doing this activity, circulate amongst the groups and ask them to explain why they feel that their class is a happy and safe place to learn. Make a learning charter for display</p>	<p>disrupt the learning? What rights do we need in order to learn? What makes our classroom a happy place to learn?</p>
<p>Suggested lessons Aut 2</p>	<p>Lesson 1: Children identify three similarities or ways that they are the same as their partner. Give each child the T-shirt template for their gingerbread person Explain that each child has a gingerbread person already displayed in the corridor/hall and this T-shirt is for their gingerbread person. Ask children to draw/write onto their T-shirt template three ways they are similar to the partner with whom they are working. Take a photo of each child sticking the T-shirt onto his/her gingerbread person. (This photo can then be stuck into the child’s Jigsaw Journal.)</p>	<p>Lesson 2: Still in the same pairs, children identify three differences or ways that they are different from their partner. In their pair, give each child the shorts template for their gingerbread person (make sure the child’s name is already written on the shorts template). Ask children to draw/write onto their shorts template three ways they are different to the partner with whom they are working. Take a photo of each child sticking the shorts onto his/her gingerbread person. (This photo can then be stuck into the child’s Jigsaw Journal.)</p>	<p>Lesson 3: Option 1: After some thinking time in pairs, pass Jigsaw Jack around the circle and ask for examples of bullying, especially the difference between one-off incidents and bullying. Option 2: In groups children discuss the three bullying pictures. Ask them to discuss if the key features from ‘Tell me or show me’ are obvious. Could these be one-off incidents? After choosing option 1 or option 2, invite the children to think of some anti-bullying slogans put on a hat to add to their gingerbread person.</p>	<p>Lesson 4: On the shoes template, children write or draw the top two things they could do if they were being bullied. They stick their shoes onto their gingerbread template and share their ideas.</p>	<p>Lesson 5: Each child has a blank friendship token and draws/writes on it one thing they could offer a new friend, e.g. sharing toys, playing games, making their friend laugh, etc. Share the ideas of what the children would like to offer to new friends and suggest they try to make new friends this week.</p>	<p>Lesson 6: Complete the Celebrating Me label. On one side of the label the children write/ draw what makes them special and unique. “Why is it important that we are special and unique?” On the other side of the label the children complete the sentence stem: ‘One way I am kind to people in my class is....’</p>	<p>Lesson 7: 3 Key questions: What can you do to make a friend? How can you tell when someone is feeling sad, angry or upset? If someone is making you feel sad or upset what can you do about it?</p>

	Key Content	I can explain why my class is a happy and safe place to learn.						
		I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special						
	Second order concepts	Emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)						
		Responsibility (personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)						
		Resilience (Developing strategies for resilience, ambition, personal best and managing emotions)						
Written and oral expression (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)								
Autumn	Plagues, Puss, and Inferno		Key Concepts		Teaching Points	Big Ideas		
Unit of work	Autumn 1: Being me in my world Autumn 2: Celebrating difference		Being me in my world (Who am I? Understanding own identity and how I fit well in the class, school, and global community) Understanding diversity (understanding diversity, respect, anti-bullying including cyber and homophobic bullying)		Understand how behaviour impacts on others around them Develop self-awareness Identify what makes us all unique and celebrate diversity	Who am I? Understanding Diversity		
YEAR 2	Suggested lessons Aut 1	Lesson 1: Ask the children if they have any worries about being in this new class/school year? Can they think of some suggestions that might help solve the worries? Hand out the 'Monster Worries' template, explain that worries can feel little bit like monsters until we deal with them. On the monster's tummy the children write or draw one worry they may have and one way they can cope with it.	Lesson 2: 'Responsibility Pictures' to each group. Ask each group to look at the pictures and decide what responsibilities they show. Each group then needs to rank the cards in order from the most to the least important. Each group feeds back their top choice and explains why they think it was the most important.	Lesson 3: Children are given a set of picture cards showing different behaviours. Ask the children to sort the pictures in to positive/helpful behaviours and negative/unhelpful behaviours. Ask the group to think of rewards that could be given to the children showing the positive behaviours. Ask the children to then focus on the negative behaviour cards and to think of some realistic consequences for the children in those pictures. Create learning charter.	Lesson 4: Having established that every action has a consequence, children work in groups to discuss the scenario picture cards. What negative behaviour/choices can they see in each picture? What the consequences might be of that behaviour? Ask the children to revisit each picture and decide on a fair/proportionate consequence for each negative learning behaviour. Add to the learning charter.	Lesson 5: Design a poster that illustrates the Learning Charter in action in the classroom. They may choose to focus on a particular aspect, or the teacher can give certain aspects to each group to include in their poster.	Lesson 6: Complete the following task. • Draw a picture of someone who is choosing to follow the Learning Charter. Explain (by writing or drawing) why this is fair.	Lesson 7: 3 Key Questions: What are the positive choices we should make for green learning to take place? What are the rewards and consequences in our classroom? How can we make our classroom a happy and safe place to learn?
	Suggested lesson Aut 2	Lesson 1: Ask the children to talk to their partner	Lesson 2: the children to talk to their partner and find	Lesson 3: Once the children have decided which	Lesson 4: Each group to share their freeze-frame.	Lesson 5: Give each child a copy of the birthday	Lesson 6: Using the trophy template, the	Lesson 7: 3 Key Questions

	<p>and find four things that they have in common or are similarities. It can be appearance, e.g. eye/hair colour, or hobbies, things they like doing, things they are good at, similarities in their families, etc. On the shield templates ask the pairs to design their own similarity shield with four of the things that they have in common and to fill in the slogan in the middle: 'We are special because...'(for example, 'We both like drawing' or 'We both have brown eyes'.</p>	<p>four differences they have. It can be appearance e.g. eye/hair colour, or hobbies, things they like doing, things they are good at, differences in their families, etc. On the 'Differences shield templates' ask the pairs to design their own differences shield with four of the things that are different about them and to fill in the slogan in the middle: 'It's good to be different because...'</p>	<p>of the scenarios is bullying, pose the question: "Why do you think the bullying is happening in each of the scenarios?" Use flipchart to. Make the point that sometimes people can get bullied because they are different to the bully e.g. younger, wears glasses, is shorter, etc. Remind children that bullying isn't fair or kind and that if it happens, children need to tell an adult they trust.</p>	<p>As each group is observing ask them to think and share:1) What they think is happening in the scene2) What could the person who is being hurt/bullied do about the situation3) What the person watching (the bystander) is thinking4) What they think the bystander could do in each..</p>	<p>present template and ask them to imagine it is B's birthday. Invite them to draw three items they would give to B onto the template. Underneath it, ask them to complete the stem sentence "I would give B these presents because...".</p>	<p>children complete the following: In the central square: Draw a picture of one of my friends: Write or draw how my friend is different from me. Write or draw how my friend is similar to me. Write or draw how it feels to be friends. Write or draw how I would stand up for my friend if someone was bullying them.</p>	<p>What is a stereotype? Are stereotypes fair? What are the qualities of a good friend?</p>
	Key Content	<p>I can explain why my behaviour can impact on other people in my class</p>					
		<p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>					
		<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p>					
	Second order concepts	<p>Emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)</p>					
		<p>Responsibility (personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)</p>					
<p>Resilience (Developing strategies for resilience, ambition, personal best and managing emotions)</p>							
<p>Written and oral expression (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)</p>							
YEAR 3	Autumn	The Land Before Time	Key Concepts		Teaching Points	Big Ideas	
	Unit of work	<p>Autumn 1: Being me in my world Autumn 2: Celebrating difference</p>	<p>Being me in my world (Who am I? Understanding own identity and how I fit well in the class, school, and global community) Understanding diversity (understanding diversity, respect, anti-bullying including cyber and homophobic bullying)</p>		<p>Apply their understanding of themselves and others in a wider context such as their communities and the rest of the world. Understand how to manage their emotions effectively. Understand more deeply the diverse world we live in and how discriminatory behaviour has a huge</p>	<p>Who am I? Understanding Diversity</p>	

						effect on people in all cultures and those who are part of the protected characteristics groups.	
Suggested lessons Aut 1	<p>Lesson 1: Play glasses glasses game and give compliments to others. In journals, children to choose 5 friends and write something nice about each one.</p>	<p>Lesson 2: Play swap places if... game. Discuss what children want to achieve in Y3 at home and in school. Complete the goals medals in journals</p>	<p>Lesson 3: Children to discuss: School would be great if... School would be a nightmare if... Discuss fears we might have and how we can overcome them. In journals, children write down things they are scared of and how to overcome them (sentence prompts on board).</p>	<p>Lesson 4: Discuss: Why do we need rules? Which rules are important for our school? Who should follow rules? What happens if we break them? In groups, children write rules for class on post it notes. Then create a class rules list and everyone sign it.</p>	<p>Lesson 5: Read through the scenarios on the PPT and give children time in groups to discuss. Then share as a class. In journals, children to explain a time they behaved well and what happened and a time they didn't behave well and what happened.</p>	<p>Lesson 6: Split children into groups of 4/5. Give each group 10 sheets of plain paper, sellotape and glue. Children work together to create the best paper tower/bridge. Remind children that it is about team work. After judging, children to answer Qs in journals:</p>	<p>Lesson 7: Recap our class rules we made the other week 3 Key Questions. Why should we be kind? What does being kind mean? How can we work as a team? Discuss the scenarios on the PPT as a class. Children to create a small poster in books about being kind and being responsible for own actions</p>
Suggested lessons Aut 2	<p>Lesson1: As a class, discuss how our families are similar and different. Discuss how families might look different but are all connected. Watch the YouTube clip https://www.youtube.com/watch?v=76P3HU8WQh0 Discuss that it is ok for families to be different.</p>	<p>Lesson 2: Show children the picture and ask what has just happened? Is it normal to argue? Watch: https://www.youtube.com/watch?v=4uOXUCiDE-s Pause at 1:36. How might the story end? Discuss conflicts in our own families and give examples e.g. children argue with siblings which causes mum and dad to be upset. Discuss how it could be solved. Refer to the 'Solve it Together' chart.</p>	<p>Lesson 3: BBC Learning Clip 'From bully to best friend' Have you ever felt lonely? Recap bullying: doesn't just happen once, deliberate and unfair. Children to then be given a piece of paper and fold in half. Draw around hand and cut it out so two are joined together. Write 'Stop Bullying' on it. Children to then write things on it about how they can help someone being bullied. Look at</p>	<p>Lesson 4: Play word association with a ball. Ask children how the person feels in picture 1 and what might have happened. Ask: What is a bystander? What do they do? Go through the 'Solve it together' chart and then children to discuss the scenario cards in pairs. In books, children to complete the sentence: A bystander can help</p>	<p>Lesson 5: Show children 'Sticks and stones can break my bones but words can never hurt me'. Do they agree/disagree and why? Show children the 'Sticks and stones' PPT. In Jigsaw Journals, children to write their response to that statement.</p>	<p>Lesson 6: Listen to Bruno Mars, Count on Me and discuss how it feels to receive a compliment. Go around the class giving compliments to each other. In Jigsaw journal, children to write two sentences about how it felt when someone said something nice.</p>	<p>Lesson 7: 3 Key questions: What types of bullying do you know about? Where can someone get help if they were being bullied or witnessed bullying? How does it feel to give and receive a compliment?</p>

			In books, children to write about a conflict their family has and how they could solve it.	inappropriate language and how children use words such as gay.	in a bullying situation by...			
	Key Content	I can explain how my behaviour can affect how others feel and behave.						
		I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.						
		I can describe different conflicts that might happen in family or friendship groups and the effects of what people say in these situations						
	Second order concepts	Emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)						
		Responsibility (personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)						
Resilience (Developing strategies for resilience, ambition, personal best and managing emotions)								
Written and oral expression (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)								
YEAR 4	Autumn	Empire strikes back!		Key Concepts		Teaching Points	Big Ideas	
	Unit of work	<p>Autumn 1: Being me in my world</p> <p>Autumn 2: Celebrating difference</p>		<p>Being me in my world (Who am I? Understanding own identity and how I fit well in the class, school, and global community)</p> <p>Understanding diversity (understanding diversity, respect, anti-bullying including cyber and homophobic bullying)</p>		<p>Apply their understanding of themselves and others in a wider context such as their communities and the rest of the world.</p> <p>Understand how to manage their emotions effectively.</p> <p>Understand more deeply the diverse world we live in and how discriminatory behaviour has a huge effect on people in all cultures and those who are part of the protected characteristics groups.</p>	<p>Who am I?</p> <p>Understanding Diversity</p>	
	Suggested lessons Aut 1	Lesson 1: Diamond Nine Activity 1 2 3 4 5 6 7 8 9 Using a diamond nine ranking system gives children an opportunity to discuss what is most/least important. 1 = most important 2/3 = next important 4 5 6 = next important, and so on. The most important	Lesson 2: Responsibilities. Reinforce children are all important members of the school community, that many adults have jobs in the community which help us learn and that children have responsibility to learn and help each other learn. how they can take responsibility for	Lesson 3: Top three responsibilities for each child. Create learning charter that would help children have a voice and learn in a 'disciplined' environment in their classroom. Vote as a class on the top three responsibilities for each Article. Explain that voting is	Lesson 4: Bring out the list of the responsibilities the children voted on in the last Piece (lesson). Decide on some rewards or consequences they think are fair if the responsibilities they voted for last time were kept or broken. Reinforce that rewards and consequences	Lesson 5: Create a poster that could be used to remind the children in the scenario about how to be an effective team. Discuss how rules, rights, responsibilities, consequences and rewards are important in being a helpful and productive class	Lesson 6: Children continue with their group work making their posters for their learning charter	Lesson 7: 3 Key questions Why are rights and responsibilities important? What makes an effective classroom environment? Why are rewards and consequences important?

		<p>aspect of this activity is the discussion it generates They decide on nine words which describe teamwork and how it feels to be part of a team. The scribe of the group writes one word on each of the nine post-its and the group arranges the post-it's in a diamond nine</p>	<p>their own and other people's learning, "In our school community, I take responsibility for planning good lessons so that everyone can learn". Take turns in doing this.</p>	<p>a democratic (fair) process and a way of giving everybody a chance to have a say. Link to Article 12..In their Jigsaw Journals ask the children to write down three responsibilities that they think will most help create a positive learning environment in their classroom and give some reasons why.</p>	<p>should be proportionate and do not always have to be physical items. Also try to lead the children to understand that rewards can be just as meaningful if they are intrinsic (internal) e.g. feeling pleased/happy you made a right choice. Ask each group to choose their top reward and top consequence from their list and compile a class list. In their Jigsaw Journals ask the children to write down three rewards they most look forward to receiving and say why these are significant to them.</p>	<p>team, and why a Learning Charter can help with this. Create/design a learning charter</p>		
<p>Suggested lessons Aut 2</p>	<p>Lesson 1: Give each group a pair of clear lens spectacles and each group their character answer card. Ask them to now look through their clear spectacles and read the actual answers to the questions. They write the real answers underneath their assumed answers in their Jigsaw Journals. Debrief: Explain that, when the children were looking through the clear lenses, they were seeing the reality i.e. the real</p>	<p>Lesson 2: Give each child a selection of three of the response strips. They fold each strip twice so that there are three sections. These three sections correspond to the three boxes they have just seen on the PowerPoint slides. Box 1 is already filled in. e.g. your favourite celebrity. Ask children to write three words in Box 2 to describe their thoughts about that person/thing. In Box 3, children identify</p>	<p>Lesson 3: The children to remember what happened to Maya in the story write down what Maya may be thinking and feeling when the bully comes up to her in school, or she logs on to the videogame. Then ask them to imagine that they are a witness in the story (a bystander, like Jake). Write down what the bystander might be feeling. Could all bystanders feel the same way about the bullying?</p>	<p>Lesson 4: The children to design a poster about internet safety for a younger child. They will need to choose one of the important messages from the list you shared with them and turn this into a poster. At this point it might be helpful to share with the children some local and national sources of information and support that they could include in their posters.</p>	<p>Lesson 5: Provide template photo frames for each of the children to place their picture in. Ask the children to write around the frame the qualities and special features about themselves; this could include things they like about their appearance and also qualities about their personality/character . These photos can be part of the Hall of Fame.</p>	<p>Lesson 6: Slides 1-2: Give each child a copy of the sheet with the red and blue spectacles on Show PowerPoint slide 1: Brooklyn Read Brooklyn Fact Box 1 and ask children to write down their first impressions of Brooklyn on or next to the red spectacles. Show PowerPoint slide 2: Asha Read Asha Fact Box 1 and ask children to write their first impressions of Asha on or next to the blue spectacles.</p>	<p>Lesson 7: 3 Key Questions: What are assumptions and why should we avoid making them? What is a bystander? What would you do if someone you knew was being bullied?</p>	

		<p>answers, without any of their own assumptions getting in the way. Invite each group to share their picture, some of their initial answers and also the real answers: this will reinforce the learning that all of us see people through the lens of our own experience and assumptions.</p>	<p>what has influenced them to make that response, e.g. family, TV, media, personal experience, (they can write or draw in each box). Each child does this with three different strips, and then compares their responses with their talking partner. Debrief: Does everybody understand where their responses come from? Is everybody happy with their responses? Would anybody like to change their response? The media often influences our thoughts about others. For example, gang culture may appear glamorous or exciting but is that 'the real picture'</p>				<p>Show Brooklyn slide again and read Brooklyn Fact Box 2Ask children to write their thoughts about Brooklyn now on the red spectacles Show Asha slide again and read the Asha Fact Box 2Ask children to write their thoughts about Asha now on the blue spectacles Slide 3: In talking partners discuss the following questions: Did you make the same judgements about Brooklyn and Asha? What influenced you to make those first impressions?</p>	
	Key Content	<p>I can explain why being listened to and listening to others is important in my school community.</p>						
		<p>I can explain why being democratic is important and can help me and others feel valued.</p>						
		<p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p>						
	Second order concepts	<p>Emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)</p>						
		<p>Responsibility (personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)</p>						
		<p>Resilience (Developing strategies for resilience, ambition, personal best and managing emotions)</p>						
		<p>Written and oral expression (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)</p>						
Y 5	Autumn	Up the Chimneys, Down the mines	Key Concepts			Teaching Points		Big Ideas

<p>Unit of work</p>	<p>Autumn 1: Being me in my world Autumn 2: Celebrating difference</p>		<p>Being me in my world (Who am I? Understanding own identity and how I fit well in the class, school, and global community) Understanding diversity (understanding diversity, respect, anti-bullying including cyber and homophobic bullying)</p>		<p>Apply their understanding of themselves and others in a wider context such as their communities and the rest of the world. Understand how to manage their emotions effectively. Understand more deeply the diverse world we live in and how discriminatory behaviour has a huge effect on people in all cultures and those who are part of the protected characteristics groups.</p>		<p>Who am I? Understanding Diversity</p>
<p>Suggested lessons</p>	<p>Lesson 1: They draw a wall with 8-10 bricks. On five of the bricks they write five personal learning goals for the coming year (focus on the academic). On the remaining bricks they write personal goals relating to other aspects of school life e.g. friendships, clubs, sport, music. In talking partners, children choose one of their goals and help each other work out the steps they need to take to achieve this goal. If time they can draw a ladder on their wall leading to that goal</p>	<p>Lesson 2: Explain to the children that the UNCRC rights mean we have to take on responsibilities. We not only have to respect the rights of others, but we also have to make sure that we pave the way to make sure others can enjoy their rights. Share Article 12 with the children "I have the right to a say about decisions that affect me and to have my opinion heard." Ask them to discuss in pairs what an associated responsibility might be and share some of their ideas. (e.g. I</p>	<p>Lesson 3: Children make a list of the top six things ALL children need in order to be able to learn. Receive feedback from each group and help the class to decide on the six most important things they need in order to be able to learn. Write these six things on the left-hand side of a flip chart. Still in their groups, children discuss the responsibilities they have in order to uphold the 'six rights', allowing everyone in their class to learn. Each group decides on</p>	<p>Lesson 4: Bring the children's attention to the flipchart from Piece (lesson) 3 and recap on the six rights and the responsibility post-its they added. Working in the same groups, give each group some different coloured post-its. For each right and responsibility on the flip chart can they think of an appropriate reward if children are seen to be upholding that right? How about a consequence if children were not showing responsible behaviour and the right was being</p>	<p>Lesson 5: Ask each group to decide on 6 'rules' that would be helpful for working in groups and write them onto post-it notes. After each post-it note is written ask the children to bring them to the teacher, who will sort them into categories (putting similar 'rules' together). Share the class set of ideas/categories and agree with the children which would be helpful rules to use in class this year. Write the rules as a list that can be displayed in the classroom (this can</p>	<p>Lesson 6: Allow an appropriate amount of discussion time in groups for the children to talk about the child in the scenario and what advice they would offer. Ask them to summarise their ideas as a 'thought-shower' (For the 'drama' part of the lesson, invite each group to share their advice using the following technique. Each group should take approximately 5 minutes: • Invite one child from a different group to 'role-play' a child in a scenario. The child role-playing does not</p>	<p>Lesson 7: 3 Key Questions: Name some of the UNCRC rights? What do we need in a classroom in order to learn? What are our rights and responsibilities?</p>

	(brick) and on each rung of the ladder write one of these steps.	have the responsibility to give space for others' opinions and to listen with an open mind). Then for each of the following UNCRC Articles, children will work in groups to come up with a corresponding responsibility for each given right, recording their ideas on the UNCRC Article Rights and Responsibilities	one important responsibility for each right	ignored? Ask the children to write one reward and one consequence on the post-it's for each of the six rights/responsibilities	be done in the lesson or at a later time if more appropriate). Invite the children to reflect on why these rules are more likely to be followed compared to rules that are given with no consultation/discussion.	have to say anything except sit on a chair and read out a scenario card. • The group who is presenting their piece of drama hands their scenario to be read out by the role-play child. • The group then offer their advice to the role-play child	
Suggested lessons Aut 2	Lesson 1: Think about situations where differences have led to conflicts. Explain that sometimes people have conflicts with people from other cultures because they are unfamiliar to them and appear to be different. That can make some people feel uncomfortable. However, rather than allowing that to create a conflict, the person could ask a question and use the difference in culture as a learning experience, which will bring people closer together	Lesson 2: 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.	Lesson 3: In groups of four, each group has: • an A3 board game grid some sheets with snakes and ladders to cut out 6x post-it's of each colour as used above a blank scenario strip Starting with the scenario strip, children create a scenario using the prompt questions The children create their scenarios and write these onto the blank scenario strip Ask each group to take a different bullying focus, e.g. sexism, racism, homophobia, appearance, disability, cyber-bullying etc. Then on six post-its of one colour, they write at six ways to help	Lesson 4: Working in the same groups as in the last Piece (lesson), each group adds more snakes and ladders to their game as follows: One example of indirect bullying (head of a snake) and a coloured post-it that matches the other snakes One example direct bullying (head of a snake) and a coloured post-it that matches the other snakes One way to encourage children who are using bullying behaviours to make other choices (base of a ladder) and a coloured post-it that matches the other ladders One way to support children who are being bullied (base of a ladder) and a coloured post-	Lesson 5: This shows an alternative life of a child in Ghana: Joseph Ask the children if anything surprises them about this child. Ask the children if they know what stereotyping means. Draw out that it can be easy to stereotype people from different cultures because of the things we see and read, and we should always realise that all cultures have many different people and situations, some of which we may not always get to learn about. Repeat the happiness continuum activity, does money affect happiness? Is there anything that might make the city child happier? Is this material or are there	Lesson 6: Group 1: The task is to produce a culture wheel for a child who works on a cocoa plantation and compare it to theirs. Group 2: The task is to produce a culture wheel for Joseph and compare it to theirs. Group 3: Imagine that a child from a cocoa farm is going to live in a different country and go to school there. Group 4: Imagine that Joseph is going to live in a different country and go to school there. Can the children identify and list any reasons why Joseph might be bullied? Can they identify if the bullying is direct or indirect? Allow time for the children to discuss and create their	Lesson 7: 3 Key Questions What is racism? What are your feelings about racism? Why is racism unfair?

			solve the situation or make it better	it that matches the other ladders.	other important things	culture wheels or lists.	
	Key Content	I can compare my life with other people in my country and explain why we have rules, rights, and responsibilities to try and make the school and the wider community a fair place.					
		I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.					
		I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.					
	Second order concepts	Emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)					
Responsibility (personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)							
Resilience (Developing strategies for resilience, ambition, personal best and managing emotions)							
Written and oral expression (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)							
YEAR 6	Autumn	Around the World in 80 Days		Key Concepts		Teaching Points	Big Ideas
	Unit of work	Autumn 1: Being me in my world Autumn 2: Celebrating difference		Being me in my world (Who am I? Understanding own identity and how I fit well in the class, school, and global community) Understanding diversity (understanding diversity, respect, anti-bullying including cyber and homophobic bullying)		Apply their understanding of themselves and others in a wider context such as their communities and the rest of the world. Understand how to manage their emotions effectively. Understand more deeply the diverse world we live in and how discriminatory behaviour has a huge effect on people in all cultures and those who are part of the protected characteristics groups.	Who am I? Understanding Diversity
	Suggested lessons Aut 1	Lesson 1: Complete two tasks:1) On the spiral template they write any worries they have about the year ahead. Then they cut around the spiral so it opens as a tree	Lesson 2: Use the PowerPoint showing the children who had to work on a cocoa plantation. What do they notice when they compare their own answers? Similarities/differenc	Lesson 3: 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	Lesson 4: In small groups, children are given a blank Learning Charter template and are asked to reach a consensus on what should be on it. They fill in the rights,	Lesson 5: The children to discuss the scenario using the following prompt questions: • What rights have been broken? (Encourage the children to think	Lesson 6: Then take feedback from each child. Draw out the children's rationales. At the end of the discussion ask for a class vote on the consequences and

		<p>hanging/ mobile.2) On the flag template they write or draw a hope or dream for the year ahead. After the lesson (Piece) the teacher can string the children's flags together as a piece of bunting for display. Equally the 'worry' spirals could be hung outside so the weather can blow/wash away their worries as the year progresses. This symbolism could be used in Calm me when the teacher invites the children to let go of any worries they might have.</p>	<p>es in what? (Attitudes to school? attitudes and experience of chocolate?)</p>	<p>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.</p>	<p>responsibilities, rewards and consequences that would be most meaningful to them. The class to agree on one Learning Charter and completes a template for this.</p>	<p>beyond the right to learn). Have the two children in the scenario behaved responsibly? Were there things that might have made responsible choices more difficult for the two children?</p>	<p>see which one(s) the class agree is the most appropriate for the children in the scenario. Bring the discussion back to Learning Charters and 'rules' in a more general sense and the importance of democracy in agreeing these..</p>	<p>contribute to our learning?</p>
<p>Suggested lessons Aut 2</p>	<p>Lesson 1: Explain to the children that sometimes people's perceptions about what is normal can cause them to be prejudiced. Ask the children if they know what the terms prejudice and discrimination mean? Can they think of any examples of prejudice and discrimination? Divide the class into groups. Invite the children to work as teams to answer the quiz questions, and go through the answers with them. Use this opportunity to explore how</p>	<p>Lesson 2 In groups of four, each group has a sheet of A3 paper (or sugar paper) folded in half. Starting with 'Rights', ask each group to list three rights that are important in a welcoming community. Ask each group to write these on one side of the paper. Once the children have finished, they need to pass their list to a different group. This group now lists a corresponding 'Responsibility' for each of the 'Rights'.</p>	<p>Lesson 3: learn Working in groups, children have the power scenario resource sheet and discuss each scenario to establish what gives power to the people in each scenario. Snowball (join up) groups together to compare their answers and debrief, making a class list of the ways people can be allowed to gain power over others. Some children may like to discuss how power can be seen in bigger contexts e.g. politics and the impact power battles can have.</p>	<p>Lesson 4: 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</p>	<p>Lesson 5: Children research a Paralympic athlete/sportsperson. They need to find out about the life and achievements of their Paralympian and then: 1. Design an AA (Admiration Accolade e.g. like an Oscar or an award) for their Paralympian. 2. Underneath write a short presentation speech as if they were presenting the AA to their Paralympian- ask them to include powerful and emotive words to celebrate the achievement. Back</p>	<p>Lesson 6: Divide the class so there are approximately 4-6 children per group. Ask each group to draw a card showing a type of difference which could cause conflict, from a hat. There are two alternative sets of cards the teacher can print out to use for this draw, one set just has the 'difference' printed on, and the other set has the 'difference' and some 'ideas'. Include...Race Religion Disability Gender Sexuality Age The use of technology Set</p>	<p>Lesson 7: Key Questions: What is prejudice and discrimination, can you give an example? Why is there an Equality Act in the UK? Who does it protect and why? What role does power play in a bullying situation? Who has the power and why?</p>	

	perceptions of 'normal' have resulted in prejudice and discrimination.			situation and what they could do about it.	in the circle, ask the children to show the Admiration Accolades they have designed.	children the task to create a story line that will be performed in a sequence of three freeze frames.	
Key Content	I can explain how my choices can have an impact on people in my immediate community and globally.						
	I can empathise with others in my community and globally and explain how this can influence the choices I make.						
	I can explain ways in which difference can be a source of conflict or a cause for celebration.						
Second order concepts	Emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)						
	Responsibility (personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)						
	Resilience (Developing strategies for resilience, ambition, personal best and managing emotions)						
	Written and oral expression (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)						