

Autumn 1



Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. Becoming a Class 'Team'	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Meet and Greet Bingo resource sheet, Included/excluded PowerPoint slides, sponge football, post-its, timer, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Being a School Citizen	I understand who is in my school community, the roles they play and how I fit in	I can take on a role in a group and contribute to the overall outcome	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, sponge football, school community role cards, role cards and blank job description cards, timer, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Rights, Responsibilities and Democracy	I understand how democracy works through the School Council	I can recognise my contribution to making a Learning Charter for the whole school	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, UNCRC Rights of the Child (Unicef leaflet for teacher use), Spot the difference pictures (Articles 12 and 28), UNCRC Resource sheet, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. Rewards and Consequences	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand how rewards and consequences motivate people's behaviour	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, spongeball/orange, scenario cards, Learning Charter, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Work well with others	5. Our Learning Charter	I understand how groups come together to make decisions	I can take on a role in a group and contribute to the overall outcome	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Decision PowerPoint slides, What a Mess! scenario, materials for childrens' posters, Learning Charter, Jigsaw Journals, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter ★	6. Owning Our Learning Charter	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and can help others to follow it	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Choices Bingo Sheets, Children's group posters from previous Piece, Learning Charter, UNCRC Article 28 (see Piece 3), materials for childrens' posters, certificates, My Jigsaw Journey Jigsaw Journals, Jigsaw Jerrie Cat.

Year 4 PSHE/ Keeping Safe Medium-Term Plans

<b>Y4 – Keeping Safe: Celebrating difference</b>	<b>Autumn 2</b> <b><i>Why is it amazing that we are all different?</i></b>
<b>Learning Intention 1</b>	<b>To understand that, sometimes, we make assumptions based on what people look like</b>
Targets for Success	<ul style="list-style-type: none"> <li>- Know what an assumption is</li> <li>- To try to accept people for who they are</li> </ul>
Activity	Remind ourselves of our Jigsaw charter. Connect us- Play the game: ‘What are you doing?’ as a class. Remind the children that at the Un 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. Open my mind- Children write the numbers 1-5 down the side of the page in their Jigsaw Journals. Read each stem sentence in turn, asking the children to write their spontaneous answer to each question as you go along. Boys are... Girls are... Police Officers are... Rich people are....Sporty people are....Tell me or show me- Children to have four pictures (a boy, a girl, a person in a wheelchair, an old lady/mature person). Divide the children into groups and give each group one of the pictures. Ask the children to look at their picture and think about the person they have. Then give each group a pair of spectacles with different coloured lenses. Invite the children to look through these at their character, to answer the following questions and, individually, to write their answers. How old am I? What is my favourite food? What is my hobby? What is my secret?
<b>Learning Intention 2</b>	<b>To understand what influences me to make assumptions based on how people look</b>
Targets for Success	<ul style="list-style-type: none"> <li>- Question why I think what I do about other people</li> <li>- Understand people’s experiences could lead them to have different thoughts and assumptions</li> </ul>
Activity	Remind ourselves of our Jigsaw charter. Connect us- Ask children to talk in their pairs about the physical features that they like about themselves, e.g. “I like my eyes because they are blue”, “I like having blonde hair”, “I like being tall”. Then pass Jigsaw Jaz around the circle and ask the children to share one thing they like about their physical appearance. 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. Open my mind- Share with the children an optical illusion (e.g. old/young lady). Ask the children to look at the picture and describe what they see. Some may see the old lady and some may see the young lady. Share ideas and then help the children to see the alternative picture. Make the point that how we look at something influences what we see; if we look at something one way, we see one thing but if we look at the same thing a different way then we can see something completely different. Tell me or show me – share PowerPoint slides of somebody’s response to a dog, explore what experiences have led to this response. Let me learn- Give each child a selection of three of the response strips. Ask children to write three words in Box 2 to describe their thoughts about that person/thing.
<b>Learning Intention 3</b>	<b>To know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure</b>
Targets	<ul style="list-style-type: none"> <li>- Know what bullying is</li> <li>- Know how it might feel to be a witness to and a target of bullying</li> </ul>
Activity	Remind ourselves of our Jigsaw charter. Connect us- play ‘Switch’. Calm me- 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. Sing or listen to the Jigsaw song: There’s A Place. Ask the children to pick out some words from the lyrics that teach us about how to respect each other. Share Maya’s story with the children. Ask the children to think about how the bullying started and why it was hard for Maya and other people to spot, and share some of their ideas, using Jigsaw Jaz as the talking object within the circle. Let me learn- Ask the children to remember what happened to Maya in the story and in the second section of their group flip chart to 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.

Year 4 PSHE/ Keeping Safe Medium-Term Plans

	Then ask them to imagine that they are a witness in the story (a bystander, like Jake). In the third section of the flip chart the children write down what the bystander might be feeling. Could all bystanders feel the same way about the bullying? Invite the children to write down a range of feelings that bystanders might feel.
<b>Learning Intention 4</b>	<b>To explain why witnesses sometimes join in with bullying and sometimes don't tell</b>
Targets	<ul style="list-style-type: none"> <li>- Explain what bullying is</li> <li>- Problem-solve a bullying situation with others</li> </ul>
Activity	Remind ourselves of our Jigsaw charter. Connect us- play 'Word Ping Pong'. Calm me- 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. Open my mind- Briefly remind the children about Maya's story from last time by getting them to discuss it in groups – provide prompt key questions. Bring the groups back together and using Jigsaw Jaz as the talking object ask the children what they would do if they were a bystander in Maya's story. Perhaps give the children some thinking time in pairs beforehand, and remember to reinforce the Jigsaw Charter, which is particularly important for those children who may have experienced or be experiencing a bullying situation. Children have the right to pass. Recap by explaining that bystanders can be involved in these ways: Find ways to help, ignore it join in. Invite the children to suggest reasons why bystanders sometimes choose to join in or ignore the situation. Ask the children what they feel the best course of action might be. Let me learn -In groups, ask the children to design a poster about internet safety for a younger child.
<b>Learning Intention 5</b>	<b>To identify what is special about me and value the ways in which I am unique</b>
Targets	<ul style="list-style-type: none"> <li>- Know and explain what 'unique' means</li> <li>- Like and respect the unique features of my physical appearance</li> </ul>
Activity	Remind ourselves of our Jigsaw charter. Connect us - Give the children two coloured strips of paper with the sentence stem, 'I am special because...' written on it. Ask the children to write something on each strip of paper about themselves. Calm me- 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. Open my mind- Hand out a small mirror to each child. Ask them to look at their reflection and to choose two things they like about their physical appearance. Tell me or show me Share photos of the class and ask the children to notice and celebrate something in each of the photos. Draw out the physical qualities of the children in the pictures and also adjectives to describe what they are or might be like; for example, she has smiley eyes and seems caring, she has a nice smile and looks happy, he has blue eyes that are clear and honest. Let me learn- 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.
<b>Learning Intention 6</b>	<b>To identify and explain a time when my first impression of someone changed when I got to know them</b>
Targets	<ul style="list-style-type: none"> <li>- Explain why it is good to accept people for who they are</li> <li>- Identify situations and link ideas to my own life</li> </ul>
Activity	Remind ourselves of our Jigsaw charter. Connect us- play 'Switch' again. Calm me- 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. Open my mind – Miss Brady shares a story from her own experience where they made some wrong assumptions about a person. Explain why this assumption could have been made. Tell me or show me - Clarify the meaning of the terms 'first impression' and 'assumption' with the children. Ask the children to work in talk partners and discuss a situation where they may have thought something about someone before they knew them properly. Has their opinion changed now? Let me learn- make way through PowerPoint slides with people and facts, children to write down their first impressions on or next to the red spectacles.

Spring 1

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Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	1. Hopes and Dreams	I can tell you about some of my hopes and dreams	I know how it feels to have hopes and dreams	Jigsaw Chime, 'Calm Me' script, Story puzzle card, Jigsaw Jaz, Flip chart/ whiteboard, (Optional) Book: 'Salt in his Shoes' by Deloris and Roslyn M. Jordan, (Optional) Video clip of Michael Jordan -teacher to source, Mirror cards or pieces of paper shaped like leaves, Collage materials (E.g. beads, ribbons) (Optional if time allows), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Keep trying even when it is difficult	2. Broken Dreams	I understand that sometimes hopes and dreams do not come true and that this can hurt	I know how disappointment feels and can identify when I have felt that way	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'For Me', Hope and dream scenario cards, Jigsaw Jaz, Mirror dream mobiles from previous Piece, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Work well with a partner or in a group	3. Overcoming Disappointment	I know that reflecting on positive and happy experiences can help me to counteract disappointment	I know how to cope with disappointment and how to help others cope with theirs	Jigsaw Chime, 'Calm Me' script, Jigsaw Song 'For Me', Hopes and dreams scenario cards (from previous Piece), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jaz, Jigsaw Jerrie Cat.
Have a positive attitude	4. Creating New Dreams	I know how to make a new plan and set new goals even if I have been disappointed	I know what it means to be resilient and to have a positive attitude	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Dream Cloud resource sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to achieve their goals	5. Achieving Goals Puzzle Outcome: Potato People	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	I can enjoy being part of a group challenge	Garden puzzle picture cards, Jigsaw Chime, 'Calm Me' script, Invitation to the Potato, Person competition, Large potato for each group, Cocktail sticks, Craft materials (teacher to select) e.g. material scraps, coloured paper, beads, pipe cleaners, Chunky pens, Potato Person Identity Card template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jaz, Jigsaw Jerrie Cat.
Are working hard to achieve their own dreams and goals	6. We Did It! Assessment Opportunity ★	I can identify the contributions made by myself and others to the group's achievement	I know how to share in the success of a group and how to store this success experience in my internal treasure chest	Children's Potato People/ Identity cards from last lesson (Piece), Jigsaw Chime, 'Calm Me' script, Self-review PowerPoint, Flip chart paper, Chunky pens, Jigsaw Journals, My Jigsaw Journey, Camera (optional), Certificates, Jigsaw Jaz, Jigsaw Jerrie Cat.

Spring 2

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. My Friends and Me	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I can identify the feelings I have about my friends and my different friendship groups	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Concentric circles template (Friendship chart), Jigsaw Journals, Teacher prepared 'Friendship chart' example, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Group Dynamics	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations	I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with	Jigsaw Chime, 'Calm Me' script, Scenario PowerPoint slide, Different roles: Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have been physically active	3. Smoking	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke	I can 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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Smoking Facts Picture Puzzle, Scenario cards: What happens next?, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Alcohol	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	I can 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	Jigsaw Chime, 'Calm Me' script, Jigsaw song: Make a good decision, True/False quiz, PowerPoint slide: liver and liver facts, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Healthy Friendships Puzzle Outcome: Healthy Friendships	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I can identify feelings of anxiety and fear associated with peer pressure	Jigsaw Chime, 'Calm Me' script, Jigsaw song: 'Make a good decision', Aiden's story, Flip chart and chunky pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Celebrating My Inner Strength and Assertiveness Assessment Opportunity ★	I know myself well enough to have a clear picture of what I believe is right and wrong	I can tap into my inner strength and know how to be assertive	Jigsaw Chime, 'Calm Me' script, Remote control PowerPoint slide, Scenario PowerPoint slide Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.



Summer 1

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Jealousy	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Jealousy PowerPoint, 'Situation Cards', Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Love and Loss	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something they love	Jigsaw Chime, 'Calm Me' script, Recommended: Jigsaw in Focus book 'Can You Hear the Sea?' available to purchase inexpensively from <a href="http://www.jigsawpshe.com/online-store">www.jigsawpshe.com/online-store</a> , Flipchart prepared with scenarios, Post-it notes, Jigsaw Jaz, Jigsaw Journals, Jigsaw Jaz's memory box (a box filled with items e.g. shell, pine cone, pebbles, photos, other 'precious' objects), My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Memories Puzzle outcome: Memory Box	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Jigsaw Jaz's memory box (from last Piece) Mini whiteboards/ pens (or paper and pens), PowerPoint photo of Tammy, Candle, Paper and pens for creating poems and pictures, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Getting on and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise	Jigsaw Chime, 'Calm Me' script, Mini whiteboards and pens/ or paper and pens, 'Make Friends, Break Friends?' scenario cards, 'Mending Friendships' slide, 'Solve it together' technique slide, Jigsaw Jaz, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Girlfriends and Boyfriends	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, 'Agree' and 'Disagree' labels, PowerPoint slides of boy-friend/girl-friend couples, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Celebrating My Relationships with People and Animals  Assessment Opportunity ★	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Squares of strong coloured paper or card 20cm square, A range of collage materials and glue, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Summer 2

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Unique Me	I 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	I appreciate that I am a truly unique human being	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Kitten and cat cards, Photo of teacher with parents, 'Parents and children' templates, Jigsaw Jaz's post box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult	Making Things cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jaz's Post box (from last lesson), Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty	How do I feel about puberty? cards, Jigsaw Chime, 'Calm Me' script, A 'bag of tricks' – a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort and/ or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz, Jigsaw Jaz's post box, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Circles of Change Puzzle Outcome: Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me	Jigsaw Song: 'A New Day', Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Season tree pictures, Sofia and Levi PowerPoint, Circle of Change diagram/template, Split pins, Cardboard arrows, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	Emotions cards, PowerPoint slides of environmental change, Change Scenario cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this	Jigsaw Jaz, Jigsaw Chime, The same objects used for the 'Bag of Tricks' activity in lesson 3, laid out on a tray or the floor, A piece of cloth, 'Calm Me' script, Jigsaw Jaz's post box, Circle of Change templates, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.