

# ALDER COPPICE PRIMARY SCHOOL UNIT OVERVIEW



## Being Me in My World Puzzle – Autumn 1

### About this Puzzle

This Puzzle opens each academic year by establishing the foundations for everything else in Jigsaw PSHE: belonging, emotional safety and shared expectations. Children explore what it means to be part of a class, a school, a wider community and, as they progress, a global community. Through creating the Learning Charter together, they experience democracy, British Values, rights and responsibilities, and how this related to the rule of law. Alongside this, they develop the emotional literacy to recognise and manage feelings, understand how their behaviour affects others, and build the self-respect and empathy that underpin all healthy relationships.

### Being Me in My World

### Year 4

### Taught knowledge

#### Knowledge

- I know my attitudes and actions make a difference to the class team
- I know how to use my Jigsaw Journal
- I understand who is in my school community, the roles they play, how I fit in and how I can contribute
- I understand how democracy works through the School Council
- 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 groups come together to make decisions
- I understand how democracy and having a voice benefits the school community

### Social and Emotional skills

#### Social and Emotional Skills

- 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
- I can take on a role in a group and contribute to the overall outcome
- I can recognise my contribution to making a Learning Charter for the whole school
- I understand how rewards and consequences motivate people's behaviour
- I understand why our school community benefits from a Learning Charter and can help others to follow it

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## Celebrating Difference Puzzle – Autumn 2

### About this Puzzle

Celebrating Difference helps children understand, respect and value diversity. Running in Autumn 2, it aligns naturally with Anti-Bullying Week and provides a rich context for exploring similarities and differences in families, cultures, abilities, appearance and beliefs. Children learn what bullying is and isn't (including cyberbullying) and develop the language and strategies to challenge it, support those affected, and seek help. As they progress, pupils examine stereotypes, prejudice, discrimination and protected characteristics, building empathy and critical thinking to stand up for fairness and inclusion.

| Celebrating Difference             | YEAR 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Taught knowledge</b>            | <b>Knowledge</b> <ul style="list-style-type: none"> <li>• I understand that, sometimes, we make assumptions based on what people look like</li> <li>• I understand what influences me to make assumptions based on how people look</li> <li>• I 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</li> <li>• I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</li> <li>• I can identify what is special about me and value the ways in which I am unique</li> <li>• I can tell you a time when my first impression of someone changed when I got to know them</li> </ul> |
| <b>Social and Emotional skills</b> | <b>Social and Emotional Skills</b> <ul style="list-style-type: none"> <li>• I try to accept people for who they are</li> <li>• I can question why I think what I do about other people</li> <li>• I know how it might feel to be a witness to and a target of bullying</li> <li>• I can problem-solve a bullying situation with others</li> <li>• I like and respect the unique features of my physical appearance</li> <li>• I can explain why it is good to accept people for who they are</li> </ul>                                                                                                                                                                   |