



PSHE Year Two

Spring 2: Healthy Me

Jigsaw curriculum Resources:

All PowerPoints and unit resources are available on SharePoint

Key Vocabulary

Lesson 1: Healthy choices Lifestyle Motivation

Lesson 2: Relax Relaxation Tense Calm

Lesson 3: Healthy Unhealthy Dangerous Medicines Safe Body

Lesson 4: Healthy Unhealthy Balanced diet Portion Proportion

Lesson 5: Healthy Unhealthy Balanced diet Energy Fuel Nutritious

Lesson 6: Healthy Unhealthy Balanced diet Nutritious Energy

Prior Unit:

Year 1: Jigsaw Unit: Healthy Me

Future Unit:

Year 3: Jigsaw Unit: Healthy Me

Sticky knowledge:

- I am motivated to make healthy lifestyle choices
- I can tell you when a feeling is weak and when a feeling is strong
- I feel positive about caring for my body and keeping it healthy
- I have a healthy relationship with food and know which foods I enjoy the most
- I can express how it feels to share healthy food with my friends
- I have a healthy relationship with food and I know which foods are most nutritious for my body

Learning Intentions

- I know what I need to keep my body healthy
- I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed
- I understand how medicines work in my body and how important it is to use them safely
- I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy
- I can make some healthy snacks and explain why they are good for my body
- I can decide which foods to eat to give my body energy

Key Questions

Lesson 1: How do you keep yourself healthy? Why is it important to keep healthy? Are you able to identify your thoughts and feelings? What keeps us healthy? What does it mean to be healthy?

Lesson 2: How might you feel if you didn't relax, ever? Are you able to learn new things when you are feeling tense? How can you tell if others are calm or are not calm? Can you describe how you feel when you are calm, when you are tense and when you are somewhere in between?

Lesson 3: Have you heard of all these different types of medicine?

Lesson 4: What do you know already about a healthy, balanced diet? Which foods do you need every day to keep you healthy? Why do we need to eat more foods like potatoes and rice but not so many sweets and chocolates?

Lesson 5: What makes a healthy snack? What snacks would make good, healthy swaps? Which foods are new to you?

Lesson 6: What would you be like if you had lots of energy or no energy? How might our bodies be like cars? What happens if we run out of fuel? Which foods do our bodies need? Which food don't our bodies need? When might we need a medicine? What might happen if we used a medicine that we didn't need

	LO	Lesson outline
Lesson 1	<p>LO: To know what bodies need to stay healthy</p> <p>SK: I am motivated to make healthy lifestyle choices</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play Musical Statues.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open My Mind: Slides 1: Sing or listen to the Jigsaw Song: 'Make a Good Decision'. Using the song lyrics ask children for different ways that they can keep their bodies healthy. Make a list as a class and keep asking the children, "What else?" so that they think of as many different ways as possible.</p> <p>Tell me or show me: Explain most people know about how to keep themselves healthy – recap main points from Open my mind – but sometimes find it difficult to stay healthy. Tell a short story about J-Jo to introduce concept of motivation: J-Jo goes to judo every week and usually enjoys it. But one week, it doesn't seem as fun to Jo, who decides to stay at home. Jo is a bit tired and can't be bothered to go out. J-Jo feels a bit disappointed to miss judo... Ask the children why Jo might not want to go to judo. Have they ever felt like not doing something active, even if they have enjoyed it before? Then ask: how might Jigsaw Jo feel when Jo does go to judo? Have they ever felt like Jo?</p> <p>Let me learn: In small groups, children think of four things that keep people healthy. Using the Help J-Jo sheet, write suggestions to help J-Jo be more motivated(these should include the importance of</p>

		<p>keeping healthy and link to the LO and SK). Discuss ideas as a class and have J-Jo in prominent position to receive feedback from the children.</p> <p>Help me reflect Slide 3: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down.</p> <p><i>In floor books: present the help J-Jo sheet with suggestions to help J-Jo.</i></p>
<p>Lesson 2</p>	<p>LO: To know what relaxed means and some ways to relax</p> <p>To identify activities and situations that may be stressful and relaxing</p> <p>SK: I can tell you when a feeling is weak and when a feeling is strong</p>	<p>Recap: <i>Why is it important to keep healthy? How can you motivate yourself to make healthy lifestyle choices?</i></p> <p>Jigsaw Charter: Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.</p> <p>Connect us: Standing in a circle. Children to show what they look like when feeling relaxed and calm. E.g lie down, to curl up in a ball, stare out of window or wander around the room. Freeze ask them to say a word or make a sound that shows how relaxed they feel.</p> <p>Calm me: Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind: Explain lesson is about relaxation and part of being healthy is being able to unwind, relax and be calm. Ask the children why it is important to relax? Draw out from them that relaxing allows our minds and bodies to be quiet and calm and means we can rest and recover from things that cause us worry/stress/concern. Remind the children that they start every PHSE lesson with Calm me, so they already know that people learn better when they are calm and relaxed.</p> <p>Tell me or show me: Slides 2-9: Tell the children there is an imaginary line that runs along the floor: it starts at 1 and finishes at 10 At 1 a person is very calm/not very tense; at 10, they are very tense/not calm. Show PowerPoint slides of people in different situations (a range of stressful through to very calm) and ask them to decide how calm and relaxed the person/people would be; they then stand on the imaginary line between 1 and 10, denoting the tension/relaxation level of the person/ people.</p> <p>Let me learn: Using large pictures from the PowerPoint slides, printed out, children rank them from least to most relaxed. You should end up with a continuum of relaxation. Ask the children what they notice about how the pictures change in tone along the continuum. Children come up with words to describe how the people in the pictures might be feeling. Draw out from them that there are strong feelings and weak feelings - at both ends of the spectrum. Take feedback from the children to clarify what they have learnt. Write up the words.</p> <p>Help me reflect Slide 10: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down.</p> <p><i>In floor books: photographs of continuum, pictures and words to describe feelings. Sentences about what they do to relax.</i></p>
<p>Lesson 3</p>	<p>LO: To understand how medicines work in the body and how important it is to use them safely</p> <p>SK: I feel positive about caring for my body and keeping it healthy</p>	<p>Recap: <i>What sort of things make you relaxed/ stressed? How do you know when a feeling is strong or weak?</i></p> <p>Jigsaw Charter: Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.</p> <p>Connect us: Play ‘I went to the shops’. Teacher starts the game by saying, “I went to the shops and bought some apples”. The child next to them says, “I went to the shops and bought some bread and some apples” etc. Letters of the alphabet.</p> <p>Calm me: Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind: In 3’s, children make a list of medicines that they have heard of. Then join groups together (to make 6) and combine the lists and feed back to the class.</p> <p>Tell me or show me/Let Me Learn: Prepare a bag of empty children’s medicine packets/ bottles (e.g. cough medicine) / inhaler / bee sting cream / plaster / bandage / germolene / etc. Tell children poor J-Jo is feeling poorly today. J-Jo has a headache and can’t concentrate on school. What could J-Jo do to make the headache better? Write up children’s ideas e.g. lie down, go for a walk etc. Try to elicit all the ideas you can before talking about medicine. The ask the children if there is a medicine that could help Jigsaw Jo? What sort of medicine? Take one medicine packet/bottle (ensure empty) out of the bag at a time and ask if this would help Jo. You may take out a bandage or a plaster and ask if this would make Jo’s headache better... How would the children know if this was the right medicine for J-Jo? Teach about medicine safety as if telling Jigsaw Jo...to include: Children must never take medicine on their own it could be very dangerous and harm their bodies. They must only take medicine when a trusted adult gives it to them. They must only take the dosage it says on the bottle/packet, NOT more. They must NEVER take each other’s medicine. Medicine must be kept in a locked cupboard out of children’s reach at home. Make the point that there are lots of ways we can try to help ourselves feel better without taking medicine, but sometimes medicine can help us get better. Repeat this exercise with J-Jerrie Cat who has a cough...or a grazed paw</p>

		<p>Let Me Learn: Children write or draw 2 ways they can be safe when taking medicine.</p> <p>Help me reflect Slide 2: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down.</p> <p><i>In floor books: present the children’s ways they can stay safe when taking medicine.</i></p>
<p>Lesson 4</p>	<p>LO: To be able to sort foods into the correct food groups and know which foods the body needs to keep healthy</p> <p>SK: I have a healthy relationship with food and know which foods I enjoy the most</p>	<p>Recap: How can we be safe when taking medicine? Why is medicine important to keep us healthy?</p> <p>Jigsaw Charter: Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.</p> <p>Calm me: Tell the children we are starting with Calm Me today as Connect Us will be later in the lesson. Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind: In pairs, children discuss favourite foods and why they like them. Create a class Top 5 Favourite Foods list. Then children act out how they feel when they eat their favourite foods</p> <p>Tell me or show me: Slide 1: Show the children the copy of the ‘Eat Well Plate’. Explain each section and ask for examples of foods that fit into each section. Open up a discussion that will reveal how much they already know about a healthy, balanced diet. Reinforce the messages about a balanced diet: explain what they need to eat/drink every day in order to stay healthy.</p> <p>Connect us: Play ‘Balanced Diet Switch’. Sitting in a circle, assign each child to a different food from a major food group:</p> <ul style="list-style-type: none"> • potato (carbohydrate); • chicken (protein); • broccoli (fruit and vegetables); • yogurt (dairy); • sweets (foods high in fat/salt/sugar). <p>Every time teacher calls out one of those words, all children in that group change places. If ‘Balanced diet’ is called out, everyone changes places.</p> <p>Let me learn: In groups of 4/5, children given a copy of a blank Eat Well Plate and a set of food cards. Children sort the cards into the different food groups. As a team decide where particular foods go. Groups decide which they think is the most important. Emphasise that it is the portions of each food group that are so important. Ask why we need to eat lots of fruit and vegetables but not so much food high in fat/ salt/sugar. Teacher holds up the pictures of composite foods. In groups, ask the children to come up with their own composite foods; feed back to the class and encourage them to explain which foods make up each of these dishes.</p> <p>Help me reflect Slides 3: Ask the children complete the relevant My Jigsaw Learning (Piece 4 or Piece 5) at the end of the lesson</p> <p><i>In floor books: Photographs of the eat-well plate activity. Children’s comments about which foods they enjoy most and anything else they have learnt in the lesson.</i></p>
<p>Lesson 5</p>	<p>LO: To know how to make some healthy snacks and explain why they are good for the body</p> <p>SK: I can express how it feels to share healthy food with my friends</p>	<p>Recap: Which foods do you enjoy most? What is the eat well plate? What else do you know about eating healthily?</p> <p>Jigsaw Charter: Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.</p> <p>Connect us: Play ‘Snack Attack!’ Explain that J-Jo’s tummy is rumbling and needs some ideas of healthy snacks to eat. Emphasise that Jo doesn’t want a full meal; just wants a small snack to keep going until lunchtime/dinner time. In pairs, children decide on a healthy snack for J-Jo. Once decided pass J-Jo around the circle, with the pairs of children telling their suggestions, using this stem sentence: “Enjoy a ..., J-Jo”.</p> <p>Calm me: Let the children know Calm Me will be after the lesson this week.</p> <p>Open my mind/Tell me or show me: Show the children a range of foods that could be made into healthy snacks. Examples: whole pieces of fruit (apples, pears, pineapple, melon, grapes, avocado, banana), whole vegetables (carrot, celery, cucumber, tomato), dried fruits (apricots, raisins, sultanas, mango), low-fat popcorn, oatcakes, wholemeal pitta bread, unsalted rice cakes, corn cakes, plain scones, etc. Ask if they have tried any of the foods in front of them and whether they like any of them; then ask if there are any foods there that they haven’t tried before. Show them the recipe cards and explain briefly why each of the snacks is healthy.</p> <p>Let me learn: Split the class into four groups. Give each group a recipe card to follow and the correct ingredients. Ask the children to make the snacks according to the instructions on the recipe cards. Offer help if they are unsure. Once all the snacks are made, invite the children to taste their own snack and each others’ snacks. Perhaps set up a ‘café area in the classroom if there is space. Ask each group to explain why their snack is healthy and good for their bodies. If time, ask the children to rate each snack and list any improvements that they would make.</p> <p>Help me reflect Slide 1: Ask the children to complete My Jigsaw Learning for this Piece (lesson) as before.</p>

		<p><i>In floor books: photographs of the activity, children’s comments about the snacks and their ratings, written/scribed comments about why their snack is healthy.</i></p>
<p>Lesson 6</p>	<p>LO: To know which foods to eat to give my body energy</p> <p>SK: I have a healthy relationship with food and know which foods are most nutritious for the body</p>	<p>Recap: What was healthy about the snacks you made last lesson? How did it feel to share healthy snacks with your friends?</p> <p>Jigsaw Charter: Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.</p> <p>Connect us: Play ‘Healthy Eating Switch’. Sitting in a circle, assign each child to a different food from a major food group: bread (carbohydrate); fish (protein); tomato (fruit and vegetables); milk (dairy); energy drink (foods high in fat/salt/sugar). Every time the teacher calls out one of the foods, all the children assigned that food switch places. If ‘Balanced Diet’ is called out, everyone changes places.</p> <p>Calm me: Let the children know Calm Me will be after the lesson this week.</p> <p>Open my mind: Slide2: Ask the children to show what they would be like if they had lots of energy and were feeling healthy and then if they had no energy/ or were feeling unhealthy. Sometimes our bodies just need a rest to feel better, other times they might need some ‘fixing’. Ask them what foods our bodies need and which foods our bodies don’t really need. Reinforce messages about carbohydrates, fruits/vegetables and protein: these foods give us energy for a long time. Foods that give us energy for only a short time aren’t as good for us: chocolate, cakes, biscuits, sweets, fizzy / energy drinks, crisps, etc. Explain sometimes our bodies need special treatments, so for us that’s when we might need a medicine to keep us healthy. What would happen if we used medicine when we didn’t need it?</p> <p>Tell me or show me/Let me learn: Show the children the Healthy Happy Me Recipe template and explain how they are to complete it. Children answer the following questions:</p> <ul style="list-style-type: none"> • Can you think of any unhealthy choices that might be harmful to a person’s body? • Why are healthy choices good for us? • Why can unhealthy choices be harmful to us? <p>Help me reflect Slide 3: Ask the children to complete My Jigsaw Learning for this Piece (lesson) as before.</p> <p><i>In floor books: present completed Healthy Happy Me recipe templates</i></p>