

PSHE Year Two

Summer 1: Relationships

Jigsaw curriculum Resources:
PowerPoints and unit resources



UK 6-7 5-RL Pieces
1-6.pdf



UK 6-7 5-RL Piece
1.ppt



UK 6-7 5-RL Piece
2.ppt



UK 6-7 5-RL Piece
3.ppt



UK 6-7 5-RL Piece
4.ppt



UK 6-7 5-RL Piece
5.ppt



UK 6-7 5-RL Piece
6.pptx

Key Vocabulary

Lesson 1: Family Different Similarities Special Relationship Important Cooperate

Lesson 2: Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable

Lesson 3: Friends Likes/dislikes Conflict Point of view Positive problem solving

Lesson 4: Secret Surprise Good secret Worry secret Telling Adult Trust Surprised Happy Sad Frightened

Lesson 5: Trust Trustworthy Honesty Reliability

Lesson 6: Compliments Celebrate Positive Negative Appreciate

Prior Unit:

Year 1: Jigsaw Unit: Relationships

Future Unit:

Year 3: Jigsaw Unit: Relationships

Sticky knowledge:

- I accept that everyone's family is different.
- I understand that most people value their family
- I know which types of physical contact I like and don't like and can talk about this
- I know how to resolve conflicts with my friends
- I know the difference between a good and a worry secret.
- I know what to do if I am asked to keep a secret that I not want to keep and know who to talk to about this.
- I understand how it feels to trust someone.
- I know how to give and receive compliments.

Learning intentions

- To accept everyone's family is different and understand that most people value their family.
- To know which types of physical contact I like and don't like and can talk about this.
- I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.
- I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.
- I understand how it feels to trust someone.
- I am comfortable accepting appreciation from others

Key Questions

Lesson 1: How are other people's families similar or different? Who is special to you? What are families for? What is good about belonging to a family? What makes a family special?

Lesson 2: What kinds of touch do you really like, and why? What touches do you dislike? Can you say 'Please stop, I don't like being touched like that'? Do you know who to tell if someone touches you and you don't like it but they won't stop?

Lesson 3: Can we see both sides of a problem? What are the best steps to take to sort out disputes and mend friendships? Is it always easy to mend a broken friendship?

Lesson 4: Are there some secrets that you should tell to an adult? Why should we not keep these secrets? Can you think of examples of good secrets and worry secrets? What makes it difficult to tell worry secrets? Who can you trust to talk to about secrets that worry you?

Lesson 5: Who are the people around us we can trust? Who are the people you would not trust? How do you know if you can trust people?

Lesson 6: How does it feel to receive a compliment? How does it feel to give a compliment?)

	LO	Lesson outline
Lesson 1	<p>LO To identify the different members of my family and know why it is important to share and cooperate</p> <p>SK I know that everyone's family is different.</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: With the children seated in a circle, play 'Switch' using family characteristics.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open My Mind: Share attached PP slides 1-8 showing different types of families with children. Discuss different types of families. What is their family like and how is it similar / different to others? Does a family always need to have children? Explain marriage is a special relationship where people promise to stay together and love each other. Only adults can get married and this can be a man and a woman, 2 men or 2 women. The important thing is that they love each other.</p> <p>Children record in books who is in their family and why they are special to them.</p> <p>Tell me or show me: What can we do to make our family a happy one?</p>

		<p>Let me learn: Slide 9: Give each child the Happy Home recipe sheet and invite them to write/draw in the mixing bowl, their recipe for a happy home.</p> <p>Children record in books what things they think are important to have a happy home.</p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>
<p>Lesson 2</p>	<p>LO To identify which types of physical contact I like and don't like and can talk about this.</p> <p>SK I know there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: In pairs, one child draws a letter of the alphabet with their finger on their partner's hand. With their eyes closed, the other child guesses what the shape is.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Children think of at least five different ways people use touch to communicate with friends and family - a handshake, a hug, a kiss, a tap on the shoulder, holding hands etc.</p> <p>Children record different ways of communicating through touch in books.</p> <p>Tell me or show me: Slides 1-8: Share the PowerPoint pictures of different types of physical contact. Children discuss the ones they like and don't like and can say <i>"Please stop, I don't like that"</i></p> <p>Let me learn: Children draw around hands and on one record touches they like and in other ones they don't line.</p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>
<p>Lesson 3</p>	<p>LO To demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p> <p>SK I can identify things that cause conflict with my friends</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play Switch. Children to switch places if they e.g. are wearing glasses</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Slide 1: picture of the children that have fallen out. Children discuss what might have happened and how the children might be thinking and feeling about each other (use thought bubbles).</p> <p>Tell me or show me: Slide 2: Show the class the 'Mending Friendships' chart. Talk the children through the three stages:</p> <p style="text-align: center;"><i>recognising and calming feelings, understanding the other point of view agreeing how to move forward.</i></p> <p>Let me learn: In books children work through the Mending Friendships resource sheet.</p> <p>At the end ask at least one pair to role-play or talk through their scenario.</p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>
<p>Lesson 4</p>	<p>LO To explain it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p> <p>SK I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play a game of Chinese Whispers/Chinese Mimes around the circle</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Teacher tells children she has a present for Jigsaw Jo but it's a secret. Ask the children if this is a good secret to keep and why.</p> <p>Tell me or show me: Slide 2: Ask the children which one of these children is keeping a good secret. How can they tell? Discuss the feelings associated with keeping good secrets. Now focus on the other child and explain that this child is keeping a 'worry secret'. Help the children to think of who they could trust if they had a secret they needed to tell.</p> <p>Let me learn: Bring Jigsaw Jo to the front. Explain that Jigsaw Jo has some friends with worry secrets, and they have asked Jo to help them to know what to do.</p> <ol style="list-style-type: none"> 1) Some of Jo's friends watched a scary movie together that was meant for grown-ups. They are all having bad dreams about it. 2) One of Jo's friends has been private messaging with someone they do not know on social media. 3) One of Jo's friends is being bullied. 4) One of Jo's friends played on their Mum's tablet computer behind her back and accidentally broke it. <p>Keep stressing that worry secrets need to be told to an adult you trust and not kept inside.</p> <p>Children record what they think they should do in each scenario.</p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>

<p>Lesson 5</p>	<p>LO To understand how it feels to trust someone</p> <p>SK I can recognise and appreciate people who can help me in my family, my school and my community</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Elevator game. Children stand back-to-back and link arms. They then must sit down and stand up without unlinking arms.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: What does it mean to trust someone? Talk about the things that help trust grow, e.g. honesty, always being there, keeping good secrets, being a good listener, standing up for you, etc.</p> <p>Tell me or show me: Ask the children to suggest what can damage trust e.g. telling lies, talking about somebody behind their back, being unreliable etc.</p> <p><i>In books record things that make them trust and things that stop them from trusting someone.</i></p> <p>Let me learn: Explain that we can all create a Circle of Trust around us and only let into the circle, those people we trust. Use sort cards. Reinforce the learning that we trust some people because we know them well, such as family and friends, and some we trust because we know it's their job to look after us, such as a police officer or doctor.</p> <p>Ask the children to think about how they have sorted their cards, Ask the children the people who they would not trust and why.</p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>
<p>Lesson 6</p>	<p>LO To be able to accept appreciation from others.</p> <p>SK I can appreciate the people in my special relationships</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: 'Pass' a positive facial expression/gesture around the circle.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Explain that when someone says something nice about us, it is called a compliment. How does it feel to receive a compliment? How does it feel to give a compliment?)</p> <p><i>Children record their feelings in their books.</i></p> <p>Tell me or show me/Let me learn: Through questioning, remind the children about all their learning from this Jigsaw Puzzle (unit):</p> <p>Children to record their learning in books as a string of flags (bunting). Each child will have a triangular piece of coloured paper. On one side they can write/draw the things that make them feel safe and special with a person. On the reverse of the flag they then write or draw the opposite</p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>