

PSHE Year Six

Summer 1: Relationships

Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 10-11 5-RL Pieces
1-6.pdf



UK 10-11 5-RL Piece
1.pptx



UK 10-11 5-RL Piece
2.pptx



UK 10-11 5-RL Piece
3.ppt



UK 10-11 5-RL Piece
4.ppt



UK 10-11 5-RL Piece
5.pptx



UK 10-11 5-RL Piece
6.pptx

Key Vocabulary

Lesson 1: Mental health Ashamed Stigma Stress Anxiety Support

Lesson 2: Mental health Worried Signs Stress Anxiety Warning Support Self-harm

Lesson 3: Emotions Feelings Sadness Loss Grief Denial Despair Guilt Shock Hopelessness Anger Acceptance Bereavement Coping strategies

Lesson 4: Power Control Authority Bullying Script Assertive Strategies

Lesson 5: Risks Pressure Influences Self-control Real/Fake True/untrue Assertiveness Judgement

Lesson 6: Communication Technology Power Control Cyberbullying Abuse Safety

Prior Unit:

Year 1: Jigsaw Unit: Relationships

Year 2: Jigsaw Unit: Relationships

Year 3: Jigsaw Unit: Relationships

Year 4: Jigsaw Unit: Relationships

Year 5: Jigsaw Unit: Relationships

Future Unit:

KS3

Sticky knowledge:

- I know that it is important to take care of my mental health
- I know how to take care of my mental health
- I understand that there are different stages of grief and that there are different types of loss that cause people to grieve
- I can recognise when people are trying to gain power or control
- I can judge whether something online is safe and helpful for me
- I can use technology positively and safely to communicate with my friends and family

Learning intentions

- I understand that people can get problems with their mental health and that it is nothing to be ashamed of
- I can help myself and others when worried about a mental health problem
- I can recognise when I am feeling those emotions and have strategies to manage them
- I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
- I can resist pressure to do something online that might hurt myself or others
- I can take responsibility for my own safety and well-being

Key Questions

Lesson 1: Why do some people with mental health problems feel ashamed and try to hide it? Why are people with mental health problems are treated unfairly, not included or called names (stigma)? Why is it not easy to spot that someone has a mental health problem?

Lesson 2: What can we do to help our mental health? What would you suggest if a person starts to feel sad or worried about something?

Lesson 3: What might be a reason for no longer seeing someone? How can we remember those people? How can we remember people and animals that we no longer see? Why do we remember them? How has that person or animal been special to you?

Lesson 4: How do people cope with grief?

Lesson 5: How can we be certain that what we are looking at or doing online is safe, true and helpful?

Lesson 6: Can you do more with technology than your parents/carers? Are you more confident than them with technology? Do they ask you for help sometimes? Can a person's feelings affect the way they use technology responsibly? Can you give an example?

	LO	Lesson outline
Lesson 1	LO To understand that people can get problems with their mental health and that it is nothing to be ashamed of	Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us: Play the 'elf' game (see attached lesson plan P30) Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime. Open My Mind: In pairs ask children to discuss what they think 'mental health' is. Can they define it? Provide the children with the World Health Organisation definition on the PowerPoint Slide 1:

	<p>SK I know that it is important to take care of my mental health</p>	<p>Tell me or show me/Let me learn: Slide 2: Display the PowerPoint slide of the set of scales and ask the children if they are balanced or not. Explain that we can imagine a person's mental health as a set of scales in balance. When our mental health is in balance everything is OK.</p> <p>Use situation cards and place them on either side of the scales depending on whether the issue is a challenge or support.</p> <p>children record the challenge or support and how these might effect a person.</p>
<p>Lesson 2</p>	<p>LO To identify ways to help myself and others when worried about a mental health problem</p> <p>SK I know how to take care of my mental health</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play Relationships Web With everyone standing in a circle, the teacher, keeping hold of the end of a ball of string or wool passes the main part of the string or wool ball to someone in the group saying how they are connected to that person, e.g. 'I am connected to..... because we both have brown eyes, or because we are both friendly.....</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind/Tell me or show me:</p> <p>Show the BBC advert: Own It: Making the Internet a kinder place, one message at a time - Bing video</p> <p>Slide 1: Show the children the PowerPoint slide of the cycle of thoughts, feelings and actions and talk through this scenario using the diagram.</p> <p>Thoughts: Someone posts a picture of themselves in their new outfit on Instagram. They get sent some mean posts about the picture with people making fun of them.</p> <p>They think, 'I hate who I am'. Feelings: This gives them sad and angry feelings about themselves. 'They feel stupid and embarrassed'.</p> <p>Actions: They stop socialising with others at school. This leads them to think... 'Nobody likes me' and the cycle continues...</p> <p>In books children come up with other scenarios on the Thoughts, Feelings, Actions and record them.</p> <p>Let me learn: Divide the class into small groups and hand out one of the scenario cards to each. Ask each group to see if they can work out if a thought, feelings, actions cycle has started or is taking place, and to discuss if there are any signs or clues that show this person might be in need of some help or advice because their worries are getting TOO BIG for them to manage. Also ask each group to suggest what the help or advice could be?</p> <p>children record their thoughts and feelings.</p>
<p>Lesson 3</p>	<p>LO To identify different emotions. To know when I am feeling those emotions and have strategies to manage them</p> <p>SK I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: The memory game. Place a tray in the circle with 20 random objects on it e.g., scissors, a spoon, a shell, etc. Cover the tray. In pairs/groups ask the children to write down as many of the objects as they can remember. Share answers and praise/reward the group that remembered the most</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Using the Loss or Change cards ask the children in groups to place their cards along a continuum from very difficult to cope with, to easier to cope with. Explain that there is no right way of doing this but encourage them to talk together to try to agree as a group. Share ideas. Then invite the children to write a feeling on a post it to describe how the person might feel in that situation and to stick it underneath each of the Loss or Change cards.</p> <p>Tell me or show me: Slides 1-4: Draw on some of the feelings that the children have already highlighted and explain to the children about how each of these situations signifies a loss and that this leads to feelings of grief. Refer back to the previous two lessons where 'challenge' was mentioned and explain that grief and loss of a person or animal we love can be one of the biggest challenges we have to face in our lives. Share the PowerPoint slide - The stages of grief or use the Jigsaw in Focus book 'Can You Hear the Sea? Which can be purchased inexpensively from the Jigsaw online store www.jigsawpshe.com/ online-store (The children may have used this book in a previous year if so, use the PowerPoint slide). Explain to the children each of the stages of grief and reassure them that it is normal to experience this range of feelings. Explain too, that everyone experiences it slightly differently due to the nature of their loss but that it is normal to experience this range of different emotions.</p> <p>Let me learn: Using the scenario card of their choice, working in pairs, each pair imagines how the cycle of grief might have been experienced by the person in their scenario</p> <p>In their books pupils draws the stages of grief, annotating it as if they were the person</p>
<p>Lesson 4</p>	<p>LO To identify ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p>SK</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play 'Cool or Not Cool' (see attached lesson Plan)</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Slides 1-2: Write the words 'power' and 'control' on the board. Use the PowerPoint slide headed 'Power and Control' to bring up a series of newspaper headlines reflecting different situations in which power and control are being exercised. Discuss who is controlling who, in each</p>

	<p>I can recognise when people are trying to gain power or control</p>	<p>case (in some of them there is more than one layer) and whether this is legitimate or illegitimate control, whether it is control exercised through physical force or other kinds of influence, etc.</p> <p>Tell me or show me: In pairs, invite the children to explore possible reasons why someone might try to have power or control over others.</p> <p>Pupils record their reason in their books.</p> <p>Let me learn: Share the one of the scenarios and ask the children who is trying to gain power and control and how?</p> <p>Children record in floor books the ideas they have for stopping someone gaining power or control over them.</p> <p>Children record how they feel in books in relation to the scenario, the outcome and why they have acted the way that they have.</p>
<p>Lesson 5</p>	<p>LO To explain how to resist pressure to do something online that might hurt myself or others</p> <p>SK I can judge whether something online is safe and helpful for me</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Discuss with children songs / TV shows / books that have love, romance, relationships in them. Why is this?</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Discuss how huge the internet has become and that it will continue to get bigger. How can we trust what is on the internet as anyone can put up information? Discuss that we all must take some personal responsibility for how we use the internet, and judge for ourselves whether something is real or fake; true or untrue; safe or unsafe.</p> <p>Tell me or show me: Slide 1: Share the SMARRT rules with the class using the PowerPoint slide.</p> <p>In books record things that make them trust and things that stop them from trusting someone.</p> <p>Let me learn: Divide the children into groups and give each group one of the 'Online scenario cards', which involve someone using technology to gain control. Ask the children to discuss these and come up with a plan of what to do in this situation, how to prevent it from happening and/ or what to do to resolve the situation. Ask them to refer to the SMARRT rules.? Ask each group to read their scenario to the class and feedback their ideas.</p> <p>Pupils record their strategies in floor books</p>
<p>Lesson 6</p>	<p>LO To be able to take responsibility for my own safety and well-being</p> <p>SK I can use technology positively and safely to communicate with my friends and family</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play the video game game. Children discuss the games that they play and find out which is the most popular.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open My Mind Slide 1: Write the acronym SMARRT on the board. Ask the children to work in pairs and challenge the children to remember what each letter represents in regard to internet safety rules. (You may need to remind them using the PowerPoint slide from the last Piece/lesson).</p> <p>Tell me or show me/Let me learn Slide 2: Share the PowerPoint slide of the confused adult and ask the children whether they feel they are more up to date and confident with technology than their parent and carers. Slide 3: Show the PowerPoint slides of outdated technology to make the point. Set the children a challenge to make a safer technology presentation for their parents/carers. Slide 4: Show the children the PowerPoint planning sheet which has blank spaces for up to 8 PowerPoint slides.</p> <p>Children record this on the computer and print out and stick in floor book.</p>