



# PSHE Year One

## Spring Term Two

### *Healthy Me*

**Jigsaw curriculum Resources:**

All PowerPoints and unit resources are available on SharePoint

**Key Vocabulary**

**Lesson 1)** Healthy Unhealthy Balanced Exercise Sleep

**Lesson 2)** Healthy Unhealthy Balanced Exercise Sleep Choices

**Lesson 3)** Healthy Clean Body parts Toiletry items, e.g. toothbrush, shampoo, soap Hygienic Safe

**Lesson 4)** Medicines Healthy Unhealthy Trust Safe

**Lesson 5)** Safe Safety Green Cross Code Eyes Ears Look Listen Wait

**Lesson 6)** Keeping clean Healthy

**Prior Unit:**

EYFS: Healthy Me

**Future Unit:**

Year 2 Jigsaw- Healthy Me

Year 3 Jigsaw- Healthy Me

Year 4 Jigsaw- Healthy Me

Year 5 Jigsaw- Healthy Me

Year 6 Jigsaw- Healthy Me

**Sticky knowledge:**

- feel good about myself when I make healthy choices
- I feel good about myself when I make healthy choices
- I am special so I keep myself safe
- I know some ways to help myself when I feel poorly
- I know how to cross the road safely
- I can recognise how being healthy helps me to feel happy

**Learning Intentions**

- I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy
- I know how to make healthy lifestyle choices
- I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly
- I understand that medicines can help me if I feel poorly and I know how to use them safely
- I know how to keep safe when crossing the road, and about people who can help me to stay safe
- I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy

**Key Questions**

**Lesson 1)** How could children keep themselves healthy? What sort of things would you do? Should everyone do lots of exercise, or is it only some people? Why should you wash your hands after using the toilet? How mig

**Lesson 2)** What healthy choices do you make? How do you feel if you make a healthy choice? How could children your age make healthy choices? How does a healthy child feel?

**Lesson 3)** Why do we need to keep ourselves clean? How can we stay safe at home?

**Lesson 4)** Why should we not have too much medicine? Is anything always healthy or safe? Why might some people disagree about which pile to put the pictures in?

**Lesson 5)** Are you getting better at knowing what you are thinking and feeling? What have you learnt to do since you were a baby? What else might you learn to do as you grow older

**Lesson 6)** N/A

	Learning Target	Lesson Outline
<b>Lesson 1</b>	<p><b>LT:</b> To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p><b>SK:</b> I feel good about myself when I make healthy choices</p>	<p><b>Jigsaw Charter</b></p> <p><b>Connect us-</b> Play 'What is Healthy?' Split the room into 2 different areas labelled 'healthy' and 'unhealthy'. Teacher reads statements and the children go to healthy or unhealthy area. E.g</p> <ul style="list-style-type: none"> <li>• Eating lots of chocolate</li> <li>• Wearing lots of sun cream</li> <li>• Eating fruit</li> <li>• Sitting down all day</li> <li>• Playing outside</li> <li>• Children come up with some of their own.</li> </ul> <p><b>Calm me-</b> Teacher to use the 'Calm Me' Script and Jigsaw Chime</p>

		<p><b>Open my mind-</b> Sing the song, 'If you're healthy and you know it' Use these phrases/mimes/sounds to add to the song:</p> <ul style="list-style-type: none"> <li>• Eat some fruit (mime munching on an apple and say, "Crunch, crunch")</li> <li>• Get some sleep (mime sleeping and snore loudly)</li> <li>• Walk to school (walk on the spot and make puffing noises)</li> <li>• Wash your hands (mime washing your hands and say, "Scrub, scrub")</li> <li>• Drink some water (mime drinking and say, "Glug, glug")</li> <li>• Do all five (mime all of the above and make the noises at the appropriate times)</li> </ul> <p><b>Tell me/Show me-</b> Slides 1-5: Explain to the children that there are lots of ways to keep ourselves healthy. Ask them to tell you some of the ways they know and emphasise that the ones in the song are very important. Show them the PowerPoint slides and briefly explain each in turn:</p> <ol style="list-style-type: none"> <li>1. Eating a balanced diet (Eat Well Plate): we all need to make sure we eat foods that are good for us. Concentrate on easy-to remember messages like 5 a day, and that foods high in fat/salt/sugar are not good for our bodies.</li> <li>2. Sleep: for children aged 5-6 years old, most will need about 11 hours sleep. Explain why we need sleep and how it helps our bodies rest and recover.</li> <li>3. Exercise: all children need to do at least 1 hour of physical activity every day. Explore with the children about how they could make up their hour (minimum).</li> <li>4. Keeping clean: make sure children know that they should wash their hands after they have been to the toilet and before they eat; cough into their elbow, sneeze into a tissue, etc.</li> <li>5. Drinking water: our bodies love water and need to keep hydrated (not thirsty) so that they work properly</li> </ol> <p><b>Let me learn-</b> Show the PowerPoint again. Children to mime actions for each of the main healthy lifestyle messages shown. Then, using the instruction sheet, do the Healthy Balance Sum. Act this out with the children several times</p> <p><b>Help me reflect-</b> Slide 6: Share the learning intention with the children. Ask them for a thumbs-up, neutral or down for each statement</p> <p><b>In books: Pictures and summary of children acting out the Healthy Balance Sum</b></p>
<p><b>Lesson 2</b></p>	<p><b>LT:</b> To know how to make healthy lifestyle choices</p> <p><b>SK:</b> I feel good about myself when I make healthy choices</p>	<p><b>Recap:</b> Can you remember the Healthy Balance Sum?</p> <p><b>Jigsaw Charter</b></p> <p><b>Connect us-</b> In circle, help J-Jack remember things learnt about being healthy previous. Work in talk partners. Pass J-Jack around and when holding him give a piece of advice about being healthy, e.g. 'Go to bed on time, Jack', 'Eat the fruit and vegetables in your lunchbox, Jack'.</p> <p><b>Calm me-</b> Teacher to use the 'Calm Me' Script and Jigsaw Chime</p> <p><b>Open my mind-</b> Slide 1: Sing or listen to the Jigsaw Song: 'Make a Good Decision'.</p> <p><b>Tell me/Show me-</b> Slides 2-6: Use the PowerPoint slides from the previous Piece. Display each picture in turn and ask the children for their ideas about how they can make healthy choices in response to each picture. For example, for the balanced diet picture, encourage the children to say, "I choose to eat food that is good for me, like vegetables, and not eat food that isn't good for me, like sweets"; for the exercise picture, encourage the children to say, 'I choose to be active every day by walking to school, playing outside and going swimming on Saturdays'.</p> <p><b>Let me learn-</b> In pairs, children identify as many healthy choices as they can. Give each pair a template of a child and ask them to draw or write around the picture all their healthy choices. Do the Healthy Balance Sum from last lesson. Ask if anyone remembers the actions from last time. Act this out with the children several times together, and then ask them to do it without instructions from the teacher. See if the children can do the actions faster each time.</p> <p><b>Help me reflect-</b> Slide 8: Share the learning intention with the children. Ask them for a thumbs-up, neutral or down for each statement.</p> <p><b>In books: Place pictures of healthy choices with titles.</b></p>
<p><b>Lesson 3</b></p>	<p><b>LT:</b> To know that all household products including medicines can be harmful if not used properly</p> <p><b>SK:</b> I am special so I keep myself safe</p>	<p><b>Recap:</b> How many healthy choices can you name?</p> <p><b>Jigsaw Charter</b></p> <p><b>Connect us-</b> Sing the song: 'This is the way we... on a cold and frosty morning', using healthy statements e.g. brush our teeth, wash our face, wash our hands, brush our hair, etc. Perform the actions as you sing.</p> <p><b>Calm me-</b> Teacher to use the 'Calm Me' Script and Jigsaw Chime</p> <p><b>Open my mind-</b> Teacher helps J-Jack take items out of the toiletries bag and children say what they are, work out what each item is used for and which part/s of the body it helps to keep clean. Ask the children why we need to use all these items and emphasise that personal hygiene is important to keep us healthy. Reinforce names of body parts and toiletry items. Discuss germs and how they spread e.g. by not washing hands.</p>

		<p><b>Tell me/Show me-</b> One at a time, show children the empty containers of bathroom (use on self, e.g. toothpaste, shampoo, medicine) and kitchen cleaning products (use on surfaces, e.g. washing-up liquid, bleach, etc.). Ask children where each should be kept in relation to whether it is safe, unsafe or needs to be kept safe in a certain way, e.g. medicines out of reach of small children in locked cupboard. Discuss how some cleaning products have ingredients in them that can be harmful if used in the wrong way.</p> <p><b>Let me learn-</b> Working in small groups, children sort pictures of household items/ products into the rooms where they would be found, either kitchen or bathroom; then each pair takes, for instance, the kitchen pictures and sorts those into items safe for them to use/not safe for them to use. Debrief reasons why some items are safe/unsafe for them at this age.</p> <p><b>Help me reflect-</b> Slide 14: Share the learning intention for today's lesson (Piece). Ask the children to show if they are a thumbs-up/neutral/down for each.</p> <p><b><i>In floor books: Place pictures/drawings of household items in the correct rooms- safe/unsafe.</i></b></p>
<p><b>Lesson 4</b></p>	<p><b>LT:</b> To know what is healthy and unhealthy, safe and unsafe to put in our bodies</p> <p><b>SK:</b> I know some ways to help myself when I feel poorly</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p>	<p><b>Recap:</b> Which household items are safe/unsafe?</p> <p><b>Jigsaw Charter</b></p> <p><b>Connect us-</b> Play 'Switch'. Teacher calls out statements. If they apply to children they need to 'switch' places with someone else to whom it also applies. E.g. "Switch places if you like jelly babies". Then, add other statements like, 'Switch places if you have ever taken medicine when you felt poorly', 'Switch places if you know a way to help yourself feel better if you feel poorly'.</p> <p><b>Calm me-</b> Teacher to use the 'Calm Me' Script and Jigsaw Chime</p> <p><b>Open my mind-</b> Split children into groups of 3 or 4. Ask them to role-play what happens when they feel poorly. What do they look like? Who else is there? What do they do to help themselves feel better? Include how eating healthy food, drinking lots of fluids and taking some medicines can help us feel better. Each group performs to the rest of the class.</p> <p><b>Tell me/Show me-</b> Show children some empty medicine packaging. Try to include at least one with the instruction leaflet inside. Ask the children why medicines have instructions. Discuss with the children the dangers of taking too much medicine, and who should give medicine to them.</p> <p><b>Let me learn-</b> Children play a game to decide whether things are healthy, unhealthy or OK sometimes. In groups of 3 or 4, they look at pictures of things we put into our bodies and decide whether they go into the 'always healthy/safe' pile, the 'never healthy/ safe' pile or the 'OK sometimes' pile. Discuss</p> <p><b>Help me reflect-</b> Slide 1: Share the learning intentions for today's lesson (Piece). Ask the children to show their thumbs (up/neutral/down).</p> <p><b><i>In floor books: Lists/drawing/photos of items that are always healthy/safe, the never healthy/ safe, ok sometimes</i></b></p>
<p><b>Lesson 5</b></p>	<p><b>LT:</b> To know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p><b>SK:</b> I know how to cross the road safely</p>	<p><b>Recap:</b> Is medicine always healthy/safe, never healthy/safe or sometimes healthy/safe?</p> <p><b>Jigsaw Charter</b></p> <p><b>Connect us-</b> Play 'Pass the squeeze'</p> <p><b>Calm me-</b> Teacher to use the 'Calm Me' Script and Jigsaw Chime</p> <p><b>Open my mind-</b> Ask J-Jack where he feels safe. Ask children where they think he will feel safe, e.g. in the woods, playing in the park. Play the game: Where does J-Jack feel safe? Give children a place, e.g. at school. Does J-Jack feel safe at school? Thumbs up for YES, down for NO or in the middle for NOT SURE. Engage children in discussing their answers. Why do you think Jack feels safe/or not at school? Does Jigsaw Jack feel safe: at the beach, in the bathroom, in the garden, at the park, at the shops? Does Jack feel safe crossing the road? Do you feel safe crossing the road? Let's teach J-Jack how to cross the road safely.</p> <p><b>Tell me/Show me-</b> Slide 1: Using the PowerPoint slide about crossing the road, teach the children the steps with Jigsaw Jack.</p> <p><b>Let me learn-</b> Take a child through the 6 steps while the other children tell him what to do next to stay safe. Also, if your room is big enough, or if it is possible to use the hall or outside, take all children through this and let them practise in groups. Can J-Jack visit each group to check they are remembering all the steps and staying safe? Ask the children who they could ask to help them if they didn't feel safe crossing the road. Draw out from them that it is OK to feel frightened doing things like crossing the road and that there are people to help you. Discuss who could help them to cross the road. Pupils answer this question in their books.</p> <p><b>Help me reflect-</b> Slide 9: Share this lesson's learning intentions with the children. Ask them if they are a thumbs-up/ neutral/ down for each statement.</p> <p><b><i>In floor books: Photos of children acting out how to cross the road safely. Pupils answer to the question 'Who can help you to stay safe around the road?'</i></b></p>

<p><b>Lesson 6</b></p>	<p><b>LT:</b> To know why bodies are amazing To know ways to keep our bodies safe and healthy</p> <p><b>SK:</b> I can recognise how being healthy helps me to feel happy</p>	<p><b>Recap:</b> <i>What should you to be safe when crossing the road?</i></p> <p><b>Jigsaw Charter</b> Connect us and Open my mind – Ask children to think of one thing that keeps them healthy and safe. Give children thinking time in pairs. Play Jigsaw Jack’s Healthy Game. Explain to the children that they are going to pass J-Jack gently around the circle. When the teacher says ‘stop’, whoever is holding Jack can mime their healthy idea. The other children guess what they are miming.</p> <p><b>Calm me-</b> Just for this lesson, tell the children they will do Calm Me a bit later in the lesson.</p> <p><b>Tell me/Show me-</b> Show the children the Keeping Clean and Healthy Timeline template and explain how they can complete each box using writing or drawing</p> <p><b>Let me learn-</b> Children answer the following questions</p> <ul style="list-style-type: none"> <li>• Can you think of any unhealthy choices that might be harmful to a person’s body?</li> <li>• Why do healthy choices help us to be happy?</li> <li>• Why might unhealthy choices make us feel unhappy?</li> </ul> <p><b>Help me reflect-</b> Hand out the end of Puzzle certificate to each child to stick into their Jigsaw Journal alongside their completed Treasure Chest template.</p> <p><b>In floor books:</b> <i>Complete the sentence: ‘My body is amazing because...’ Photos and pupils miming their healthy idea with a title for each picture.</i></p>
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