

PSHE Year 1

Summer 1

Unit 5: Relationships

Jigsaw curriculum Resources:

PowerPoints and unit resources



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



UK 5-6 5-RL Piece
1.pptx



UK 5-6 5-RL Piece
2.pptx



UK 5-6 5-RL Piece
3.pptx



UK 5-6 5-RL Piece
4.pptx



UK 5-6 5-RL Piece
5.ppt



UK 5-6 5-RL Piece
6.pptx

Key Vocabulary

Lesson 1) Family, Belong, Different, Same

Lesson 2) Friends, Friendship, Qualities, Caring, Sharing, Kind

Lesson 3) Greeting, Touch, Feel, Texture, Like, Dislike

Lesson 4) Help, Helpful, Community, Feelings

Lesson 5) Confidence, Praise, Qualities, Skills, Self-belief, Incredible, Proud

Lesson 6) Celebrate, Relationships, Special, Appreciate, Feelings

Prior Unit:

EYFS

Future Unit:

Year 2 Jigsaw- Relationships

Sticky knowledge:

- There are lots of different types of families.
- To have good friends we need to be a good friend.
- It's ok to say no if there is a touch we don't like.
- There are lots of people such as teachers and policemen who can help me.
- Being kind and caring are examples of how to be a good friend.
- People special to us make us feel safe and loved.

Skills

- I can say who is in my family.
- I can say some qualities that make a good friend.
- I can show some different ways of greeting friends.
- I can name some people who help me.
- I can say something I am good at.
- I can talk about someone who is special to me and how they make me feel good.

Key Questions

Lesson 1) Are all families the same? What is a family? How does it feel to be part of a family?

Lesson 2) What do we like about our friends in class? What makes people friends? Do friends always get on well? What makes a good friend?

Lesson 3) When do we hold hands? How does it feel? Can you say what you like and dislike? Can you say 'no' to a touch you don't like? Can you say 'Please don't touch me like that, I don't like it'?

Lesson 4) Who would you ask for help if...? How could you ask for help? Who helps you the most in school? Who are the people who have special jobs that help us in our school community?

Lesson 5) What are you good at? What do you enjoy doing? Is everybody incredible in some way? How can you make the best of your qualities?

Lesson 6) Who is special to you? Why are they special? Who are the different kinds of people who have a special place in our lives?

	LO	Lesson outline
Lesson 1	To identify the members of my family and understand that there are lots of different types of families	<p>Jigsaw Charter</p> <p>Connect us- Play the family game. Give out the family cards and pupils find their family without talking.</p> <p>Calm me</p> <p>Open my mind- sit in a circle. Start off saying "I'm... and someone in my family is my..." go around the circle with pupils following the same pattern.</p> <p>Tell me/Show me- Slides 1-15 Reinforce there are all sorts of different families and this is normal. Families are there to love and protect us.</p> <p>Let me learn- <i>In books: Draw and label a picture of their own family.</i></p> <p>Help me reflect- Slide 16 reflect on their learning thumbs up/down</p>
Lesson 2	To identify what being a good friend means to me	<p>Jigsaw Charter</p> <p>Connect us- Play Hedgehogs. Chn move around to the music. When the music stops chn curl up like a hedgehog. Put a towel/ sheet over one child. Everyone else guesses who it is and says what they like about them.</p> <p>Calm me</p> <p>Open my mind- Slide 1 listen to/sing the Jigsaw relationships song. Which aspects of friendship does the song describe?</p>

		<p>Tell me/Show me- Slide 2. Sit in a circle. Chn suggest names of characters who are friends- ask questions to draw out reasons. To have good friends we need to be a good friend. Look at the slide of the child sitting alone. Draw out reasons why they might be alone and what they could do to be a good friend.</p> <p>Let me learn- In groups of 3/4 sort the friendship quality cards into true or false.</p> <p>In books: present a photograph of the sorting activity and pupils write a sentence about which one they think is the most important quality to have.</p> <p>Help me reflect- Slide 3 reflect on their learning thumbs up/down</p>
Lesson 3	To know appropriate ways of physical contact to greet my friends and know which ways I prefer	<p>Jigsaw Charter</p> <p>Connect us- Play pass the squeeze sitting in a circle with their eyes closed.</p> <p>Calm me</p> <p>Open my mind- slides 1-8. How do you feel about holding hands? When? With whom? Some people like holding hands and others don't. Those feelings are ok and we should listen to our bodies and minds when something feels ok and something doesn't</p> <p>Tell me/Show me- Feely bag containing a range of objects (must include a teddy). Describe how the object feels and say whether they like or dislike how it feels. The aim is for chn to be confident saying what feels good or not to them.</p> <p>Let me learn- Role play with different chn various ways of greeting such as waving, fist bumps etc. How do you greet family and friends? It's ok to say no if there is a touch they don't like. Chn work in friendship groups to come up with a special greeting using some kind of physical touch which is acceptable to all member of the group.</p> <p>In books: Children write examples of different greetings. You could stick a photograph of their invented greeting in books too.</p> <p>Help me reflect- Slide 10 reflect on their learning thumbs up/down</p>
Lesson 4	To know who can help me in my school community	<p>Jigsaw Charter</p> <p>Connect us- Play Squeeze (see lesson 3). In the circle, tell your partner about someone who has helped you today. Go round the circle with chn feeding back what their partner said.</p> <p>Calm me</p> <p>Open my mind- In partners chn talk about someone who has helped them at school in the last week.</p> <p>Tell me/Show me- Use the people cards. Turn one over at a time and decide in their groups if that person could help them in school or not. Sort the pictures into people who can help in school and people who can help out of school.</p> <p>Let me learn- Role play using the scenario cards. Teacher models first showing how to ask someone for help. Then chn role play different scenarios.</p> <p>In books: have a photograph of their role play. Chn add speech bubbles to each character showing what they said.</p> <p>Help me reflect- Slide 2 reflect on their learning thumbs up/down</p>
Lesson 5	To recognise my qualities as person and a friend	<p>Jigsaw Charter</p> <p>Connect us- Play spin the bottle. Spin and the child it points to says one thing they really enjoy doing and one thing they are good at.</p> <p>Calm me</p> <p>Open my mind- Jigsaw Jack is feeling down. We need to cheer him up. How does JJ make you feel good? We need to tell him because that will make him feel good about himself.</p> <p>Tell me/Show me- Slides 2-9. How is each child incredible?</p> <p>Let me learn</p> <p>In books: Give pupils a picture frame template for them to draw a self-portrait. Underneath pupils write the sentence 'I am incredible because...'</p> <p>Help me reflect- Slide 10 reflect on their learning thumbs up/down</p>
Lesson 6	To understand why I appreciate someone who is special to me	<p>Jigsaw Charter</p> <p>Connect us- Play Spin the bottle. The child it lands on says someone who is special to them. Make sure all children have a turn.</p> <p>Calm me</p> <p>Open my mind- Think about the person they mentioned in Spin the bottle. Think of reasons why that person is special to them. Pass round Jigsaw Jack for pupils to share.</p> <p>Tell me/Show me- Bring Jigsaw Jack in holding a balloon with a note on it saying 'You are special to me because you give me hugs and I like playing games with you'.</p> <p>Let me learn- Give children a balloon template to draw a picture of the person who is special to them. Complete the sentence 'You are special to me because...'. Tie the messages to balloons or make a display based on the film Up to show the pupil's work.</p> <p>In books: Present a copy of their balloons and sentences.</p> <p>Please see Jigsaw file for ideas on how to further assess this unit.</p> <p>Help me reflect- Slide 1 reflect on their learning thumbs up/down</p>