



PSHE Year Three

Spring Two Healthy Me

Jigsaw curriculum Resources:

All PowerPoints and unit resources are available on SharePoint

Key Vocabulary

Lesson 1) Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness

Lesson 2) Energy Calories Kilojoules Labels Sugar Fat Saturated Fat

Lesson 3) Healthy Drugs Attitude

Lesson 4) Safe Anxious Scared Strategy Advice Dangerous Emergency Services Ambulance Fire engine Police car Coastguard helicopter

Lesson 5) Safe Harmful Risk Feelings

Lesson 6) Complex Appreciate Body Healthy Safe Choice Risk

Prior Unit:

FS Jigsaw – **Healthy Me**

Year 1 Jigsaw - **Healthy Me**

Year 2 Jigsaw - **Healthy Me**

Future Unit:

Year 4 Jigsaw - **Healthy Me**

Year 5 Jigsaw - **Healthy Me**

Year 6 Jigsaw - **Healthy Me**

Sticky knowledge:

- I can set myself a fitness challenge
- I know what it feels like to make a healthy choice
- I can identify how I feel towards drugs
- I can express how being anxious or scared feels
- I can take responsibility for keeping myself and others safe
- I respect my body and appreciate what it does for me

Skills

- I understand how exercise affects my body and know why my heart and lungs are such important organs
- I know that the amount of calories, fat and sugar I put into my body will affect my health
- I can tell you my knowledge and attitude towards drugs
- identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services
- I can identify when something feels safe or unsafe
- I understand how complex my body is and how important it is to take care of it

Key Questions

Lesson 1) How did you feel doing all those different actions? What was happening to your body while you were moving?

Lesson 2) How does making a healthier choice make you feel? How could you be more active? What activities do you enjoy

Lesson 3) Does everyone understand what they are being asked to do? Do you think all drugs look the same? Why/why not?

Lesson 4) When do you feel really safe? Why do some things make you feel unsafe? What things/people are safe? What things/people are unsafe? What strategies are easy to remember? How would you help someone else in a scary situation? What advice would you give?

Lesson 5) When does the situation in the story change from safe to unsafe? What advice would you give the children/ child in the story? How might the children know when something starts to feel unsafe? Why are some things easier than others to work out as being unsafe?

Lesson 6) What amazing things can your bodies do? What surprising thing would you like other people to know about the human body? Why is it important that we keep our bodies safe and healthy?

	Learning Target	Lesson Outline
Lesson 1	To understand how exercise affects my body and know why my heart and lungs are such important organs SK: I can set myself a fitness challenge	Jigsaw Charter Connect us- Play 'J-Jino Says' (Simon Says) e.g. star jumps, stand still, jump up and down on the spot. touch your toes, shake your arms in the air, etc. Ask the children what is happening to their hearts. Can they feel their lungs taking in more air (oxygen)? Why are our hearts beating faster and our lungs working harder to get more oxygen? Explain that exercise helps our bodies become fitter, especially our hearts and lungs so the right amount of exercise is a good thing to help our bodies stay healthy. Calm me- Teacher to use the 'Calm Me' Script and the Jigsaw Chime. Open my mind- As a class, think of as many different sports/physical activities as possible and write list on flip chart/ whiteboard. Encourage the children to be creative with their ideas and not to just think of sporting activities. Many everyday activities are also good at exercising our bodies e.g. walking to school, helping in the garden, housework etc. Tell me or show me: Slide 1: Show PowerPoint slide 'My body in balance'. Ask children if they understand what the PowerPoint slide is showing them. Explain that our bodies need energy to work, grow and exercise; and that energy comes from food and drink (calories or kilojoules). Our bodies also

		<p>need to exercise to stay healthy. Our bodies are 'in balance' (healthy) when we take in the right amount of energy and do the right amount of activity to use it. So the see-saw would be balanced.</p> <p>Ask children to say what might happen if a person took in too much energy and didn't exercise enough. Would the see-saw tip one way? How could a person's health be affected?</p> <p>How about if a person exercised too much but didn't take in enough energy? What would happen to the see-saw then? How could a person's health be affected? Can a person put their 'see-saw' back into balance if they have tipped one way or another? How could they do this?</p> <p>Let me learn- Slide 2: Show the PowerPoint slide: 'Children need to be active for at least one hour every day'. Explain that this is a minimum and they can always do more. Say that the hour can be made up of lots of different chunks of time and activities throughout the day. Ensure the children understand that they can choose what activities they do in order to keep their bodies healthy.</p> <p>Explain that everyone is going to make up their own fitness challenge: these will be different and will be unique to each person. Hand out a Fitness Challenge Template to each child. Ask them to think about something they can do now without stopping for a break: play football for half an hour, skip with a rope for 10 minutes, do jumping jacks for 2 minutes, hop on the spot 20 times, run really fast between two points, etc.</p> <p>Children draw or write what they can do now and how many they can do or for how long/how far, in the first row of the template. They then think about how they can challenge themselves. Explain that their challenges need to be realistic and manageable. Draw or write in the second row of the template what they would like to be able to do and how many/how far/for how long: skip with a rope for 15 minutes without stopping, hop on the spot 30 times, etc.</p> <p>Explain that the other rows in the template are left blank for now, so that when they achieve their challenge, they can add a new one underneath to keep getting fitter.</p> <p>Children to work on their fitness challenge at break times and at home.</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>Fitness challenge templates. Evidence by Twitter or photographs</p>
<p>Lesson 2</p>	<p>I understand that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>SK: I know what it feels like to make a healthy choice</p>	<p>Recap: Why is exercise important? How much exercise should you do a day?</p> <p>Jigsaw Charter</p> <p>Connect us- Slide 1: Listen to or sing the Jigsaw Song 'Make A Good Decision'. Ask the children what the song is trying to teach us about being healthy. If time, play Switch using food and drink e.g. switch places if you like... switch places if you don't like...</p> <p>Calm me- Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind- Show class the range of foods and let them to sort them into two categories:</p> <ul style="list-style-type: none"> • Healthier choice • Less healthy choice <p>Discuss with the children why the foods have been sorted in this way and draw out that the less healthy choices often contain more sugar, salt and saturated fat than the healthy choices. Ask the children why we need some sugar and fat in our diet. Would it be healthy if we didn't eat any fat or sugar? What could happen to the balance of the body if a person takes in too much sugar and saturated fat, but doesn't do enough exercise to use it?</p> <p>Tell me or show me</p> <p>Remind children that bodies need energy from food and drink but we take in the right amounts, so our bodies stay healthy and in balance.</p> <p>Do the children know what calories and/or kilojoules are? Explain these show the amount of energy in foods, so foods with higher number of calories/ kilojoules have more energy, and so on. Food packaging should show the amounts of calories/kilojoules on them, which helps us choose healthier options.</p> <p>Hand out the food items you brought in and ask the children to identify the food labels and the amounts of energy in each food. Can they also see how much sugar and fat that is in each food? Explain we need to try limit the sugary foods we eat to stay healthy and keep our bodies in balance. Try to choose foods/treats that are sugar free or have labels that say 'no added sugar'. Also ask why too much sugar is bad for our teeth and emphasise the need for oral hygiene. If the food labels also have a red/amber/ green labelling style discuss with the children what this means and how it is healthier to choose foods with more green and amber labels, than red.</p> <p>Let me learn</p> <p>Children play 'How much sugar?' game in groups. The challenge is to try and match how much sugar is in each food item. Go through the answers. Are the children surprised by some of the amounts of sugar in some of the foods? What does that teach us about making healthier choices? Are some foods better choices than others? What can we do to check the amount of sugar in some foods before we</p>

		<p>eat them? Are there healthier 'swaps' we could make for some of these foods? Is it still OK to eat high sugar foods sometimes?</p> <p><i>Answers for the teacher: An energy drink 35g of sugar A blueberry muffin 30g of sugar A bowl of chocolate ice cream 22g of sugar A packet of sweets 20g of sugar A flavoured yoghurt 17g sugar A chocolate bar 15g of sugar A chocolate biscuit/cookie 14g of sugar A bowl of chocolate cereal 11g of sugar A plain biscuit/ cookie 8g of sugar</i></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>Floor book How much sugar game, children's comments and answers to the Let me learn questions.</p>
<p>Lesson 3</p>	<p>To be able to describe feelings and attitudes towards drugs.</p> <p>SK: I can identify how I feel towards drugs</p>	<p>Recap: <i>What is energy measured in? How can we tell whether food is healthy from the packaging? How does it feel to make healthy choices?</i></p> <p>Jigsaw Charter Connect us- Play 'J-Jino Says' (Simon Says')</p> <p>Calm me- Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind- 'The Healthy Jigsaw Circle' Standing in a circle or in their places invite each child to think of an answer to the stem sentence: 'Something I can put in my body to stay healthy is...' Share the children's answers by passing Jigsaw Jino around as the 'turn-taking' object.</p> <p>Tell me or show me Working individually. Teacher reads a story. Every so often you will stop the story and ask the children to draw a picture. There will be two questions at the end for them to answer. Teachers to use the 'Draw and write' instruction sheet. Ask the children to tell you some things they know about drugs, ensuring you correct any erroneous comments. Ensure to address medicines are also drugs, and these can help our bodies if they are taken correctly.</p> <p>Slides 1-4: Show the PowerPoint of the four pictures of drugs and explain that not all drugs look the same. Discuss how a person might know when a drug is a medicine they need to take. (The person requires it to be healthy or get better, it is prescribed or given by a trusted adult, there are written instructions to follow that give dosage and other important information etc). How might a person know that a drug is not a medicine and unsafe to take?</p> <p>Floor book Working in pairs and using the 'Feelings word template', ask the children to choose 5 words from the list that describe their feelings about drugs and to highlight their choices. Then ask each pair to come up with another word to add to the list that describes how they feel about drugs. Feedback to the class and take a vote on the most popular words to describe how the children feel about drugs.</p> <p>Help me reflect- Slide 9: 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>Lesson 4</p>	<p>LT: To be able to identify things, people and places that I need to keep safe from</p> <p>To know some strategies for keeping safe, who to go to for help and how to call emergency services</p> <p>SK: I can express how being anxious or scared feels</p>	<p>Recap: <i>What are drugs? How do you feel about drugs?</i></p> <p>Jigsaw Charter Connect us- Play the Jaws theme music (or other similar, foreboding music) and ask children to show how they feel listening to it: they might make a particular face or express their thoughts through their body language or movements. Ask them to share how they felt during the music. Tell them that some people find that sort of music a bit scary or they feel anxious/uncomfortable listening to it. How can they express how being anxious or scared feels to them?</p> <p>Calm me- Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind- Invite someone to draw something on the board/flip chart that is dangerous/not safe. Play a Pictionary-type game where the others guess what it is and get a point if they guess it correctly. Each time, ask children if the situation they drew could be an 'emergency'. Ensure they understand what emergency means and that dangerous situations can be emergencies.</p> <p>Tell me/Show me - Children/teacher make a summary list of emergency situations on flip chart. Use the pictures of the ambulance, fire engine, police car and coastguard helicopter. Go through the list of emergency situations and ask the children which, if any of the 'emergency services' may be needed in each situation. Ask children how the emergency services would know they needed to be there to help. Teach children how to use a mobile phone to call the Emergency Services.</p> <p>Let me learn - In pairs, children to think of things they feel they have to keep safe from. Sub-divide their ideas using the headings, 'Things,' 'People,' 'Places'. Write this list on the board/flipchart. From this list, discuss which may be real or pretend. Discuss with the children why they think these people, places and things might be unsafe and the type of thoughts and feelings they experience when they feel scared or anxious.</p> <p>Explain that they can distinguish between hazards which they themselves cause (playing with things that they should not play with) and hazards which are caused by other people who do things to them</p>

		<p>(e.g. bullying). In groups of 3 or 4, ask the children to look again at the list the class has created, and ask them how Jigsaw Jino could keep safe in some of these different places and situations. Ask them to come up with strategies Jigsaw Jino could use. Example strategies:</p> <ul style="list-style-type: none"> • Don't look • Hide yourself • Run away • Say 'No' • Keep away • Don't touch • Tell someone you trust • Call the emergency services- go through how to call the emergency services with the class <p>Help children explore which strategy would help Jigsaw Jino (or them) with which unsafe situation. Encourage them to distinguish between those that are specific to one kind of hazard only and those which can be used in different circumstances. Share their ideas as a class.</p> <p>Help me reflect- Slide 9: 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>Floor book: post its of the shared class work and the pupils' strategies to help Jigsaw Jino.</p>
<p style="text-align: center;">Lesson 5</p>	<p>LT: To be able to identify when something feels safe or unsafe</p> <p>SK: I can take responsibility for keeping myself and others safe</p>	<p>Recap: What sort of things do you need to keep safe from? How could you keep safe from them? How does it feel to be scared or anxious?</p> <p>Jigsaw Charter Connect us- Play Switch: Switch places if you think it is unsafe to</p> <ul style="list-style-type: none"> • climb a ladder • make some toast • play football • cross the road etc. <p>Calm me- Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind- Slide 1: Show PowerPoint slide of the frightened girl. Ask they know the child in the picture is frightened. Discuss the children's ideas. Ask the children if there are things we feel when frightened that don't always show in our bodies or faces? e.g. stomach churning, sweaty hands, dry mouth etc. Invite the children to reflect why our bodies do this; is the body trying to tell us something?</p> <p>Tell me/Show me: Children listen carefully to a very short story. Children must put up their hand at point when it becomes unsafe for Mika. Story: Mika and his friends were playing in the garden. It was a hot day; the sun was beating down. Mika said, 'I'm going inside to get a drink.' Joanna said, 'Don't go in Mika, it will spoil the game. Look, there's a bottle of water in your garden shed. You can have that.' Mika looked towards the garden shed they were playing next to, and sure enough there was a bottle of clear liquid on one of the shelves. It certainly looked like water. Mika went to get the bottle. It didn't have a label and the seal had been broken, but he thought it would still be OK. He felt a bit funny inside. His Mum had told him to stay out of the shed because there were things in there he shouldn't touch. Just to be sure Mika took a sniff, it did smelt a bit odd.</p> <p>Debrief story drawing out when the situation became unsafe for Mika. When did Mika's body and thoughts tell him it was unsafe? What should he have done? Explain sometimes we can experience situations that feel OK to start off with but then they can begin to feel unsafe. When that happens, we need to stop and think before we take a risk that could hurt us. Stopping and thinking gives us time to choose to do something different. J-Jerrie Cat can help us learn how to pause and think.</p> <p>Let me learn: Split class into groups and give each a short story template to work with. Each group to identify the point, or points, in the story when the situation starts to feel unsafe. This can be marked on the template by putting arrows or stars at the place(s) in the story. The advice they would offer the children in the story can also be written on the template in the appropriate boxes.</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>Floor books: notes from the discussion about the story of Mika, including advice they would give</p>
<p style="text-align: center;">Lesson 6</p>	<p>LT: To know how complex the body is and how important it is to take care of it</p> <p>SK:</p>	<p>Recap: How can you tell is something is safe or unsafe?</p> <p>Jigsaw Charter Connect us- Children return to the fitness challenge from Piece 1. How much more can they do now? What achievements have they made? If they are still to reach their targets, allow them more time if they would like.</p>

I respect my body and appreciate what it does for me

Calm me- Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

Open my mind- Slide 1: Show the PowerPoint slide: My Amazing Body. Ask the children whether they think the facts are true or false. (All the facts are true.) Discuss their reactions to each fact when you reveal the answers. Reinforce that the body is a complex 'machine' and, like any machine, needs to be looked after carefully so it can work properly for life.

Tell me/Show me- Slide 2: Show the PowerPoint slides of the example infographic. Explain that an infographic is like a poster, and it uses simple images and text to give others important information. They are mostly used within social media and online. Ask the children to identify the features of the example infographic, which is basic and needs improving.

- What makes it easy to understand?
- What makes the messages easy to remember?
- Could it be improved?
- What might it even better?
- Could it have more detail?
- Is there enough text?
- Could the text be more helpful?

Explain to the children they can now design their own infographic about keeping safe and healthy drawing on all their learning from this unit of work. The target audience for their infographic is children aged 7 - 8 years old. The infographic should offer 5 to 6 'Top Tips' about staying safe and healthy

Let me learn: Children work in pairs/groups as appropriate, to design and create their infographic. If desired the teacher may wish the children to design these using any computer software packages available in school, or they could be designed on paper. The teacher may also wish to share the children's infographics online once finished, if the school uses social media platforms such as Twitter or Facebook. During the design process the teacher can further assess the children's understanding of the Puzzle (unit of work) using the following suggested questions.

- Who can help you stay safe and healthy?
- Who would you tell if you felt scared or unwell?
- How can we keep ourselves safe?
- How can we keep ourselves healthy?
- How do we know if we are feeling scared or unwell?
- How do we know if something feels risky/ unsafe?
- Are some things riskier than others?
- Why is it important to take care of your body?

Help me reflect- Slide 4: 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

Floor book present the infographics