



PSHE Year Four

Spring 2 : Healthy Me

Jigsaw curriculum Resources:

All PowerPoints and unit resources are available on SharePoint

Key Vocabulary

Lesson 1) Friendships Emotions Healthy Relationships Friendship groups Value

Lesson 2) Friendship groups Roles Leader Follower Assertive Agree / disagree

Lesson 3) Smoking Pressure Peers Guilt Advice

Lesson 4) Alcohol Liver Disease

Lesson 5) Pressure Peers Anxiety Fear

Lesson 6) Believe Assertive Opinion Right Wrong

Prior Unit:

Year 3 Jigsaw – Healthy Me

Future Unit:

Year 5 Jigsaw- Healthy Me

Sticky knowledge:

- I can identify the feelings I have about my friends and my different friendship groups
- I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with
- I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
- I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
- I can identify feelings of anxiety and fear associated with peer pressure
- I can tap into my inner strength and know how to be assertive

Skills

- I recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations
- understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
- understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
- I can recognise when people are putting me under pressure and can explain ways to resist this when I want
- I know myself well enough to have a clear picture of what I believe is right and wrong

Key Questions

Lesson 1) How did you make friends with your different friendship groups? Is it important to have lots of friends? How are you different in each of your friendship groups? Why do you think it is important to have friends in different friendship groups? Which group do you spend most time with and why? What qualities do you notice in your friends? Are these qualities the same in all friendship groups?

Lesson 2) What are the benefits of being like each of the animals? Do you recognise any of these characteristics or roles in your friendship groups? What roles do you play

Lesson 3) What roles can people have in a group situation? Can we choose these roles for ourselves? Are some peer pressure situations trickier than others? How/ why? Do you think everyone starts smoking for the same reason? Where is the pressure coming from in each scenario?

Lesson 4) Does anyone know where the liver is in the body? How can we look after our bodies, particularly our liver? Are there recommended limits for how much alcohol a person should drink?

Lesson 5) Would you have acted in the same way as Aiden? What could he have done differently? Is Aiden's relationship with Eddie healthy (positive) or unhealthy (negative)? Why /why not? What is a 'healthy, positive friendship'?

Lesson 6) How does age affect how we act in certain situations? Does it get easier to know the difference between right and wrong as we get older? Why might this be? What does being assertive look like? How does that change with age? What advice will you take away with you today?)

	Learning Target	Lesson Outline
Lesson 1	To recognise how different friendship groups are formed, how I fit into them. SK: I can identify the feelings I have about	Jigsaw Charter Connect us- Play Healthy Names. With everyone sitting in a circle, go around the circle and ask everyone to come up with a 'healthy activity' word that uses the same starting letter (or sound) as their name. Use Jigsaw Jaz as an example: 'Jogging Jigsaw Jaz'. Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime Open my mind- In pairs children think of as many different friends they have in and out of school. Briefly discuss the following questions with the children: • Where do you know your friends from?

	<p>my friends and my different friendship groups</p>	<ul style="list-style-type: none"> • Do you like all of your friends in the same way? • Do you like doing the same things with all of your friends? • Do you see some friends only in certain situations/ places? • Would you want to see all of your friends all of the time? <p>Tell me/Show me- Show the children your own Friendship chart you have prepared in advance using the four concentric circle template. Write in the initials (to protect anonymity) of friends (and family members) in the relevant circles as follows:</p> <ul style="list-style-type: none"> • In the innermost circle are the friends/family that are closest to you; your best friends, and closest family members; • In the second circle your good friends, next closest family, (but who you regard as not the closest) • In the third circle friends who you know less well (perhaps people at groups or societies, relatives you see occasionally etc.) • In the fourth circle, acquaintances (for example, neighbours, friends of friends etc.) <p>Explain why you have put the different people in different places on the chart. Explain to the children that everyone has a range of different friendships and that we act differently within our different friendship groups. Also explain that some of our friendships can change over time, and people can move to and from different friendship groups. This is a normal part of life. Try to illustrate the discussion by sharing some examples from your own life, and the friends on your chart.</p> <p>Let me learn - invite the children to complete their own Friendship charts. Write their name or draw something that represents them in the centre. They should do this individually and don't need to share with anyone else. They should also use initials to protect the feelings of others and keep privacy. When they are finished ask the children to think about which friends they value most and why. If they would like to, they can write this onto their friendship chart but not to use the name of the person in their writing (to protect the feelings of others).</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: present the friendship charts (make sure they are anonymous).</p>
<p>Lesson 2</p>	<p>To understand there are people who take on the roles of leaders or followers</p> <p>SK: I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with</p>	<p>Recap- <i>how are friendship groups formed? How are different friendships made?</i></p> <p>Jigsaw Charter</p> <p>Connect us- Ask the children to form an outer and inner circle of equal numbers (alternatively, do this activity in small groups or pairs if preferred). The outer circle faces inwards and the inner circle faces outwards. At a given signal, the outer circle moves clockwise and the inner circle moves anti-clockwise. When the teacher says, "Stop", the children from each circle form a pair. In pairs, children discuss (in an agreed time frame, for approximately 2-minutes) how they would handle the following scenarios:</p> <ul style="list-style-type: none"> • Your friend always wants to sit next to you, but sometimes you like to sit next to someone else. • Your friend asks you to play after school, but you want to go around to a different friend's house <p>In each case, ask the children how they can say no, or disagree, without hurting their friend's feelings. Note down their responses and debrief the class.</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Give each group an animal to discuss from the list below. Ask the children to discuss the qualities/ characteristics of their animals. Are there words or phrases that are associated with these animals e.g. quiet as a mouse, cats are sometimes thought of as sly, dogs loyal etc.</p> <ul style="list-style-type: none"> • Mouse • Dog • Cat • Crocodile • Great white shark • Wolf • Chimpanzee <p>Tell me/Show me- Slide 1: Explain that the words the children have used to describe their animals can also be used to describe the way humans can act or feel sometimes, especially when we are in groups. Explain in groups there are often leaders and followers. Share scenario from the PowerPoint slide with the children and ask them to use the words from the class list they have created to describe the characteristics of the different children in the scenario.</p> <p>It is time for PE in school. The teacher has mixed the children up so they are in teams with children they don't normally work with. The teams are competing against each other in a race. Imogen and Zanib argue because they have different ideas about how to get their team to win. Harry sits down because he is fed up with them arguing and lets them get on with it. He doesn't really care about the race anyway. Tina-Marie has a good idea but she doesn't say anything because nobody is listening.</p>

		<p>Discuss the different roles the children have adopted. Is there more than one leader? Has this caused a conflict? What roles have Harry and Tina-Marie chosen? Can the children problem-solve this situation? How could the group work better? Can anyone be more assertive?</p> <p>Floor book - In groups of three or four invite the children write an extra verse for the Jigsaw song 'Make a good decision' about how children can resist pressure to try things if they don't want to, like drugs and alcohol. Encourage them to write positive messages ('Do what is right for you', 'make yourself happy and don't worry about others', etc.) rather than 'Just say no' messages.</p> <p>Help me reflect- Slide 12: 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>*Present the pupils' songs with comments/ quotes from the pupils photographs or Twitter as evidence</p>
<p style="text-align: center;">Lesson 3</p>	<p>To understand the effects of smoking on health and the reasons some people start to smoke</p> <p>SK: I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p>	<p>Recap- <i>What different roles do people play in a group? What is a leader? What is a follower? How might these people impact on you?</i></p> <p>Jigsaw Charter Connect us- Play Healthy Names. (see lesson1)</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Nine cards make up the 3x3 grid. Explain that the children will look at the facts about smoking. Hand out a smoking fact card, one per child. Then ask the children to find the 8 other people they need to complete their picture puzzle. As the pictures are completed invite the children to read all the smoking facts on their cards. Teachers will need to print enough puzzle pieces so that every puzzle will be completed. If necessary, some children could work in pairs to facilitate this. Ask the children which facts they didn't already know and which facts surprised them.</p> <p>Tell me/Show me- Ask the children: why do people smoke? Draw out from the children that it is often because of peer pressure that people start to smoke. Ensure they understand what peer pressure is and how this relates to smoking. Revisit some of the learning from the previous Piece (lesson) thinking about group dynamics and the roles different people can play in a group situation. What can the children remember about from the last Jigsaw lesson? How could this relate to smoking?</p> <p>Let me learn- Split the children into small groups and give each group a scenario to read. Explain that they will be acting out the scenarios and performing it to the rest of the class. Each group will have the beginning of the scenario which they have to complete. Encourage each child to take on a different role in the scenario. Once the groups have had some time to prepare, each group performs their scenario to the rest of the class. Teacher helps the rest of the class draw out the main messages of each scenario and to reinforce the lesson's learning intentions. Questions in the 'Ask me this...' column may be helpful prompts.</p> <p>Help me reflect- Slide 1: 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 Scenarios and photographs of the pupils' drama work. Quotes/ comments from pupils about the drama around the photographs in books</p>
<p style="text-align: center;">Lesson 4</p>	<p>To understand the effects of alcohol on the human body and emotional well being.</p> <p>SK I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p>	<p>Recap: <i>What is peer pressure? How can you resist peer pressure?</i></p> <p>Jigsaw Charter Connect us- Slide 1: Sing or listen to the Jigsaw Song: 'Make a good decision'. Draw out key messages of the song and ask the children to think of some more messages that they could possibly add.</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind: Slides 2-9: Explain that they will be learning about alcohol and how it affects the body. Play the True or False quiz, using the PowerPoint slide. Show the statements and reveal the answers one at a time. Ask the children if they were sure or if they weren't sure about any of the answers. Clarify any misconceptions and ask if the children have any questions. Pull out some learning points, e.g. How does alcohol change other people's behaviour? What could that look like? Ask the children to think of a reason why someone might drink alcohol. Take feedback and write a list of all the children's reasons. Add some of your own if necessary, ensure that a balanced message is given.</p> <p>Tell me/Show me- Slide 11: PowerPoint slide about the liver and go through the facts. Then ask them why they think there is a link between the liver and alcohol. Draw out that, as the liver cleans the blood, it cleans alcohol out of the body and tries to flush away things that our bodies don't need, like alcohol.</p> <p>Alcohol does not have any useful nutrients for our bodies so the liver has to work hard to get rid of it. Ask the children what they think happens if the liver is asked to work too hard. Show them the PowerPoint slide of the livers side by side and ask the children which one they think is the diseased liver (and emphasise that this liver wasn't cared for very well) and which one is the healthy liver - how do they know which is which?</p>

		<p>Notes Teacher information about the liver:</p> <ol style="list-style-type: none"> 1. The Body's Filter - The liver cleans and filters the blood by preventing harmful substances reaching the blood stream, such as alcohol, drugs, metabolic waste and chemicals. 2. Digestion - The liver produces bile which breaks down fat from the food we eat and helps digestion. 3. Storage - The liver stores vitamins and minerals, such as iron and releases them into the blood-stream when needed. 4. Metabolism - The liver converts food into energy. 5. Clots blood - The liver makes substances (enzymes and proteins) that cause chemical reactions in the body to help the blood to clot and repair damaged tissue. <p>Floor book In groups of three or four children write an extra verse for the Jigsaw song 'Make a good decision' about how to resist peer pressure to try things if they don't want to, like drugs and alcohol. Encourage them to write positive messages ('Do what is right for you', 'make yourself happy and don't worry about others', etc.) rather than 'Just say no' messages.</p> <p>Help me reflect- Slide 12: Share the learning intentions from this lesson and invite the children to reflect on their learning.. There is a PowerPoint slide the teacher can use to model this if desired</p>
<p>Lesson 5</p>	<p>To identify ways you might be pressurized and how to resist them.</p> <p>SK: I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>Jigsaw Charter Connect us- Slide 1: Sing or listen to the Jigsaw Song: 'Make a good decision'. If time allows share some of the children's additional verses from the last Piece (lesson).</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Read the children Aiden's story. Ask the children at various points in the story how they think the main characters are feeling. Then ask them what they would have done if they were Aiden? Ask the children if they notice anything about the responses: are they all fairly similar? Are they realistic ideas? Are they the 'correct' answers? How do they know? Ask the children if they think Aiden's friendship with Eddie is a healthy (positive) one. Was it to begin with? What changed? Draw out from the discussion the features of a healthy (positive) friendship/relationship. e.g. people who like you for who you are, won't make you do things you don't want to, won't put you under pressure etc. The children may initially get stuck on the physical aspects of 'unhealthy' in the story such as smoking and under-age drinking, so try to draw the children beyond these concepts. The use of the term 'positive friendship'.</p> <p>Floor book - Divide the class into small groups or pairs and give each group a piece of paper Ask the children to divide the paper into two columns. In one column they should list the features of a 'healthy' (positive) friendship and in the other column, the features of an 'unhealthy' (negative) relationship.</p> <p>Discuss as a class the results from each group and opinions.</p> <p>Help me reflect: Slide 2: Invite the children to self/peer assess against the learning intentions for the lesson</p>
<p>Lesson 6</p>	<p>To know what is right and wrong</p> <p>SK: I can tap into my inner strength and know how to be assertive</p>	<p>Recap: <i>What is peer pressure? What feelings are associated with peer pressure? How do you know when people are putting you under pressure?</i></p> <p>Jigsaw Charter Connect us: Play Remote-control. Show the PowerPoint slide of the remote control and explain that instead of changing a TV channel, this remote-control changes actions. Explain that all the actions are associated with healthy / positive relationships. Ask the children to imagine the teacher has the 'remote-control' and when different buttons are pressed (numbers called out), the children need to freeze frame the appropriate action. Call out the numbers randomly and mime using the remote. Leave the PowerPoint slide visible so the children have it as a reference. Button number:</p> <ol style="list-style-type: none"> 1) Kind (action = make a heart shape with your hands) 2) Friendly (action = shake hands with someone) 3) Safe (action = make a cradle with your arms/hands like you're holding something precious) 4) Positive (action = smile) 5) Honest (action = put your hand on your heart) 6) Respect (action = high five) 7) Trust (action = hold out your hand like you are helping a friend climb a mountain) 8) Teamwork (action = link arms around the class) 9) Communication (action = make your hands move like mouths) <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p>

Open my mind- Individually, children write a list of 3 things they believe to be true. Give them examples like, 'I believe that, if I try hard, I will succeed', or 'I believe that people don't always tell the truth', or I believe that things online aren't always true. Share some of your own beliefs.

Tell me/Show me/ - Explain as they grow older and change, their opinions and beliefs grow and change too. Ask the children to think about something they used to believe was right/wrong but now don't (beware of Father Christmas/Tooth Fairy/Easter bunny exposés!) and ask why their belief has changed. Include some of your own examples to add depth to the discussion. Return to Aiden's story from the previous Piece (lesson) and ask the children to summarise what happened to Aiden. Thinking about the decisions that Aiden made in the story, ask them to imagine that Aiden is 5 years old: how would he have reacted differently? Then ask them to imagine that Aiden is 20 years old: how would he have acted differently? If time allows it would also be helpful to discuss the way Eddie has changed. Draw out the differences in knowing what is the right thing to do and what is the wrong thing to do, and how/why this changes as we get older.

Let me learn: Slide 2: In groups of 3 or 4, Children to research the word 'assertive'. Draw together the children's definitions and summarise what being assertive means. Explain that being assertive isn't always easy, and sometimes people can find it difficult. Show the children the following scenario and ask them to write instructions so that Ella-May and Jackson can be more assertive in the situation.

Discuss why it is 'easier' to be unkind to someone on social media rather than face-to-face e.g. because we don't see how the person reacts; we don't physically see the consequences; we don't pick up on the other person's emotions and feelings etc. Have some groups imagining that the people in the scenario are 8 years old, some groups imagining the people are 15 years old, and some groups imagining that the people in the scenario are adults. What advice would they give?

Scenario: Ella-May and Jackson have had an argument with a friend called Maxine. Maxine borrowed something that belonged to Ella-May and lost it. Ella-May got angry with her. After the argument, Maxine posted untrue and unkind things about Ella-May on Instagram, Snapchat, Twitter and Facebook. Now Ella-May wants to post unkind things about Maxine to 'get her back'. Ella-May's friends don't like Maxine and are really pushing her to do it. They have said they would comment on any posts about Maxine so she knows that nobody likes her. Jackson is Ella-May's younger brother and he isn't so sure this is the right thing to do. Ask each group to present their findings and take feedback from the other class members on whether they found the advice helpful and what they might add. Is the advice similar or different for the different ages? Thank the children for all their advice. Remind them that they all have different opinions of what is right and wrong and that these will change as they grow older

Help me reflect: Slide 3: Invite the children to self/peer assess against the learning intentions for the lesson

Role play for each scenario. Discuss as a class after each act. Floor book to have post its around each of the scenario.