

# PSHE Year 5

## Summer – Relationships

### Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 9-10 5-RL Pieces  
1-6.pdf



UK 9-10 5-RL Piece  
1.pptx



UK 9-10 5-RL Piece 2  
added to.pptx



UK 9-10 5-RL Piece  
3.pptx



UK 9-10 5-RL Piece  
4.pptx



UK 9-10 5-RL Piece  
5.pptx



UK 9-10 5-RL Piece 6  
added to.pptx

### Key Vocabulary

**Lesson 1)** Vocabulary Characteristics Personal qualities Attributes Self-esteem

**Lesson 2)** Responsibility/Being responsible Age-limit

**Lesson 3)** Social network Community Online Offline Responsibility Rights Risky

**Lesson 4)** Age-limit Community Violence Appropriate Grooming Trolled Gambling/ betting Trustworthy Responsibility Rights Risky

**Lesson 5)** Devices Screen time Social Offline Mental health Physical health

**Lesson 6)** Personal information Safe Online Choices Vulnerable Risk Grooming Rights Responsibilities

### Prior Unit:

Year 4 Jigsaw- Relationships

### Future Unit:

Year 6 Jigsaw- Relationships

### Sticky knowledge:

- Self-esteem is when you have confidence in your own abilities and have self-respect.
- There are positives and negatives to being part of an online community.
- It is important to be responsible online to stay safe.
- There are positives and negatives to playing games online.
- Too much screen time can affect your relationships, behaviour, health and school work.
- SMARTT rules keep you safe online. The rules are:

#### The SMARTT rules

<b>S</b>	Stay safe by not posting or sharing private information or pictures
<b>M</b>	Meeting someone you have met online can be dangerous. It is best not to do this at all but if you must, take a parent or carer with you.
<b>A</b>	Accepting messages and emails or opening files, pictures or links sent by someone you don't know can be risky. They might contain viruses or have nasty messages or images meant to upset you.
<b>R</b>	Reliable information is important. People online can be whoever they want to be and say whatever they like. Many things on the internet are fake. Check things out to make sure they are true or real by asking an adult you trust. If you like chatting online only do this with friends and family who you know in REAL life, and use your privacy settings.
<b>R</b>	Rights and Responsibilities. Remember we have the right to be treated with respect online and we have a responsibility we do the same for others. If you are going to be unkind to someone online (because you feel you want to, or because others are encouraging you to), stop and think if this is the right thing to do.
<b>T</b>	Tell a trusted adult if something online is worrying you or a friend. If something makes you feel uncomfortable online, listen to your conscience and tell someone. Also speak out if there is bullying happening online to you or someone you know.

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### Learning intentions

- I know how to keep building my own self- esteem.
- I can recognise when an online community feels unsafe or uncomfortable.
- I can recognise when an online community is helpful or unhelpful to me.
- I can recognise when an online game is becoming unhelpful or unsafe.
- I can identify things I can do to reduce screen time, so my health isn't affected.
- I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.

### Key Questions

**Lesson 1)** Who do you admire? What personal qualities does this person have that you admire? Were you surprised by any of your partner's responses? Why might there be differences between what you thought about yourself and what your partner thought? **Lesson 2)** What are the positives and negatives about online communities? Are there any discrepancies in these age-limits, or any age-restrictions you think are not appropriate?

**Lesson 3)** Which of these online communities would you be tempted to join? Why?

**Lesson 4)** Which games do you enjoy playing online? How many gamers are there in the world? What are the positives and negatives of online games? What are your responsibilities when playing games online? How can you get help if you are worried about online games?

**Lesson 5)** How much screen time do you have each day? What might be the physical consequences (health) of too much screen time? What might be the social consequences? What might be the mental health consequences? How much screen time a day is too much?

**Lesson 6)** What concerns would you have about your information being posted onto the internet? Can grooming happen to both boys and girls? What sort of tricks could an online groomer use to win a boy's trust of a girl's trust? How much personal information have you ever put onto the internet?

LO

Lesson outline

<p><b>Lesson 1</b></p>	<p>LO To know how to keep building my own self-esteem. SK I know Self-esteem is when you have confidence in your own abilities and have self-respect.</p> <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Play Switch. Switch places if you are patient/kind/generous/ scientific/ quiet etc <b>Calm me</b> <b>Open my mind-</b> Discuss a famous person they admire because of their personal qualities. Discuss as a class. <b>Tell me/Show me-</b> Slide 1- discuss personality and self-esteem. Why is self-esteem important? How can we boost our self-esteem? Extra suggestions for this discussion can be found in the Jigsaw planning). <b>Let me learn-</b> <i>In books: Draw a stick figure to represent themselves and write around it positive personal qualities (complete on their own).</i> In pairs, chn write on a blank page what they regard as their partner’s positive qualities. Exchange papers. How does it match to their self-perceptions? <i>In books, pupils write a short paragraph to explain the similarities and differences between their own and their partners perceptions.</i> <b>Help me reflect-</b> Slide 2 reflect on their learning thumbs up/down</p>
<p><b>Lesson 2</b></p>	<p>LO To recognise when an online community feels unsafe or uncomfortable.</p> <p>SK I understand that belonging to an online community can have positive and negative consequences</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Play ‘Cool, not cool’. Teacher reads different statements such as going on holiday/ playing with a tablet/ eating vegetables. If the chn think it is cool they swap seats if it’s not cool, they stay where they are. (more examples on Jigsaw planning) <b>Calm me</b> <b>Open my mind-</b> Split the room into 3 areas- safe, not safe and not sure. Teacher reads different statements and pupils move to the part of the room they think. Discuss the choices pupils have made- could some statements be in more than one category? (statements on the power point or Jigsaw planning <b>Tell me/Show me-</b> work in small groups to complete the quiz (questions to choose from on Power point slides or Jigsaw planning) <b>Let me learn-</b> what is purpose of age limits? Age limits are in place to so that people are responsible and mature enough. Teacher questions to aid the discussion can be found on the power point or in the Jigsaw planning. <i>In books: write bullet points for the positive and negative consequences of being part of an online community.</i> <b>Help me reflect-</b> Slide 1 reflect on their learning thumbs up/down</p>
<p><b>Lesson 3</b></p>	<p>LO To recognise when an online community is helpful or unhelpful to me.</p> <p>SK I understand there are positives and negatives to being part of an online community.</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> How many different social networks or online communities do your friends and family use? Share by passing around Jigsaw Jez. <b>Calm me</b> <b>Open my mind-</b> Slides 1-3. All these communities are fake but if they were real, which would you like to join? Why? <b>Tell me/Show me-</b> Model answering these questions on the first fake social media group ‘Fanzone’: Who would this group attract? Why would someone join? Are there risks about being part of this group? What rights and responsibilities should we think about here? (more guidance can be found in the Jigsaw planning). <b>Let me learn-</b> Give each group one of the other fake social media groups from the slides and use the same prompt questions. Make notes on large paper then feedback to the class. <i>In books: present a photograph of the notes they made in their group, then pupils write paragraphs explaining what they have learnt about their roles and responsibilities in online communities.</i> <b>Help me reflect-</b> Slide 5 reflect on their learning thumbs up/down</p>
<p><b>Lesson 4</b></p>	<p>LO To identify when an online game is becoming unhelpful or unsafe.</p> <p>SK I know there are rights and responsibilities when playing a game online</p>	<p><b>Jigsaw Charter</b> <b>Connect us-</b> Play ‘invaders from space’. One child leaves the room (the scientist). Thye teacher chooses 3-4 children to be aliens. The aliens make a noise and the scientist has to try and guess who they are. <b>Calm me</b> <b>Open my mind-</b> slide 1- which games do you enjoy playing online? Slide ‘How many gamers?’- which number do you think represents the number of people in the world that play games online (1.2 billion). What is it about gaming that attracts people? List the positives on the board- leave room for negative column. <b>Tell me/Show me-</b> Slide 2- read the scenario. Where does the situation become risky? Write the risks on the negative side of the board. Was Mia responsible like her sister asked? Are there other negatives about playing games online? See Jigsaw planning for negatives to include. <b>Let me learn-</b> Split the class into groups and hand out a Game card to each group. The group needs to create further online instructions, advice or features they could put into the game so the game remains appropriate, safe and enjoyable for the players. <i>In books: Stick in the game card and write the instructions and additional information they have come up with in their group. You could also stick a photograph of the positive and negative list from class discussions.</i> Remind the children of where they can get help and support if they are concerned about anything- Childline, Thinkuknow, a trusted adult. <b>Help me reflect-</b> Slide 3 reflect on their learning thumbs up/down</p>

<p><b>Lesson 5</b></p>	<p>LO identify things I can do to reduce screen time, so my health isn't affected.</p> <p>SK I can recognise when I am spending too much time using devices (screen time)</p>	<p><b>Jigsaw Charter</b>  <b>Connect us</b>-list as many things as you can that can be done on a mobile phone or tablet. Make it a competition.  <b>Calm me</b>  <b>Open my mind</b>- slide 1- share the scenario. Why do you think Mason started to feel unhappy? Draw out the amount of time Mason was spending on his devices and how it was affecting his relationships, work, behaviour and health.  <b>Tell me/Show me</b>- slides 2-4. There is growing concern about the amount of time people are spending on devices. Doctors and mental health organisations say too much can be damaging. What might the consequences be if someone ignored the warning signs?  <b>Let me learn</b>- Give out 'screen time solutions' resource to small groups. Chn discuss as a group and suggest solutions for each warning sign in the left-hand column. <b>In books: children create their own table in their books to record their solutions for each warning sign.</b> Discuss as a class.  <b>Help me reflect</b>- Slide 6 reflect on their learning thumbs up/down</p>
<p><b>Lesson 6</b></p>	<p>LO To identify how to resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</p> <p>SK I can explain how to stay safe when using technology to communicate with my friends</p>	<p><b>Jigsaw Charter</b>  <b>Connect us</b>- Play 'That's private'. Label two sides of the room with 'That's private' and 'I'm ok with that'. Read the statements on the slides or Jigsaw planning. Chn place themselves along the line between the statements to show how far they agree/disagree. Debrief after each statement.  <b>Calm me</b>  <b>Open my mind</b>- Slide 1: Explain that this series of messages started after a 10-year-old girl called Abby posted a picture of herself on social media. She did not have any private filters on her app so the picture was public. Show the series of messages on the PowerPoint slide and explore the different options that Abby has and what she should send as the next message. <b>Tell me/Show me</b>- Reveal that Abby did agree to message with Clare and they became friends, They agreed to meet up because their schools were near to each other. Reveal slide 2. Clare wasn't really Clare but a man called Simon who was pretending. Abby was able to run away and get help but she was frightened. Go back to the messages- were there any signs of this deception in the text messages? How was Simon getting Abby to enjoy the conversation? This is called grooming and people who do it are clever at winning a person's trust. Talk through the SMARRT rules on the power point.  <b>Let me learn</b>- Slide 3 <b>In books: Design a poster of the SMARRT rules.</b> See the Jigsaw planning for further assessment ideas.  <b>Help me reflect</b>- Slide 4 reflect on their learning thumbs up/down</p>