



PSHE Year Six

Spring Term: 2 Healthy Me

Jigsaw curriculum Resources:

All PowerPoints and unit resources are available on SharePoint

Key Vocabulary

Lesson 1) Responsibility Choice Immunisation Prevention

Lesson 2) Drugs Effects Motivation Prescribed Unrestricted Over-the-counter Restricted Illegal Volatile substances Synthetic highs New psychoactive substances

Lesson 3) Exploited Vulnerable Drugs Criminal Illegal Gangs

Lesson 4) Gang Pressure Strategies Reputation Anti-social behaviour Crime Illegal

Lesson 5) Mental health Emotional health Mental illness Symptoms

Lesson 6) Stress Triggers Strategies Managing stress Pressure

Prior Unit:

Year 5 Jigsaw – Healthy Me

Future Unit:

Year 6- Summer Jigsaw units

KS3

Sticky knowledge:

- I am motivated to care for my physical and emotional health
- I am motivated to find ways to be happy and cope with life's situations without using drugs
- I can suggest ways that someone who is being exploited can help themselves
- I can suggest strategies someone could use to avoid being pressurised
- I know how to help myself feel emotionally healthy and can recognise when I need help with this
- I can use different strategies to manage stress and pressure

Skills

- I can take responsibility for my health and make choices that benefit my health and well-being
- I know about different types of drugs and their uses and their effects on the body particularly the liver and heart
- I understand that some people can be exploited and made to do things that are against the law
- I know why some people join gangs and the risks this involves
- I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
- I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.

Key Questions

Lesson 1) How do some of the foods and drinks you enjoy affect how you feel? How can these people take more responsibility for managing their health? What have you learned about taking more responsibility for your health?

Lesson 2) One way of keeping healthy is to not do things that damage our bodies. Can you think of anything that is unhealthy to do? What do you understand the word 'drug' to mean? Why do you think that some drugs are legal and some drugs are illegal? What do you think about drugs? Should all drugs be legal/illegal? How can people feel better without using drugs? Why do people sell drugs? What do we mean by 'pressure'? Where might the 'pressure' come from?

Lesson 3) N/A

Lesson 4) N/A

Lesson 5) How many emotion words can you think of? How would other people know you were having a good or a bad day? What do you think of when you hear about mental illness? What could you do if you heard someone use an unkind word or phrase about mental illness? How can we help ourselves stay emotionally well? Who is on your list of people to ask for help when you need it? How do you know if you need help?

Lesson 6) What makes you stressed more than anything? Does it help if someone else can suggest a solution? How do other people try to manage stress? Why might people who don't feel good about themselves misuse substances or join a gang?

	Learning Target	Lesson Outline
Lesson 1	To identify the choices that benefit my health and well-being SK:	Jigsaw Charter Connect us- Play Pass the Squeeze or Zoom/Eek My responsibilities. In a circle. Children think of one thing they are responsible. Using J-Jem as the talking object to take turns children to share their ideas. Some examples might be: getting up and dressed in the morning; making a packed lunch; packing a school bag; doing homework, looking after a pet, etc. Draw out from the children that, as they get older, they will be responsible for more parts of their lives. This includes looking after their health and keeping themselves safe. Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime

	<p>I am motivated to care for my physical and emotional health</p>	<p>Open my mind- Slides 1-18: Play ‘Guess what I am?’ Show the PowerPoint slide and ask the children if they can guess the answers to each question. Reveal the answers one at a time. Once the game has finished ask the children what the link is between the second Connect us game and this game. Draw out from the discussion that the statements are some of the things that we need to take personal responsibility for to stay healthy and safe.</p> <p>Tell me/Show me- Ask the class if they know what an agony aunt is? Explain if they are unsure. Ask if they have seen or heard any agony aunt advice e.g. on the TV, online, TV, magazines etc. Explain that they are going to act as agony aunts. When they do this, they should include advice about the character needing to take responsibility for the ‘problem’ and also offer them suggestions to improve the situation.</p> <p>Divide the class into small groups and hand out a different scenario to each group. Explain that someone in the group needs to be in role as the person needing advice. Their job is to read out what it says in the card and they don’t need to ‘act’ in any way. The rest of the group are in role as the agony aunt and their job is to offer appropriate advice, again they don’t need to do any ‘acting’. Each group will have time to practise, and then they will show their role play to everyone else. They will have 10 minutes to work out their role play</p> <p>Let me learn - Allow time for the children to role play their scenario and then invite each group to share. Discuss the advice given by each group and correct any misunderstanding or erroneous comments as part of the discussion.</p> <p>Draw the discussion to a close by asking what responsibilities the children have for their health now. Are there elements of this they can improve? What small changes can they make that might make a big difference.</p> <p>Help me reflect- Slide 19: 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>In floor books/Twitter: photographs of the role play, comments/ quotes from pupils about the responsibilities they have for their health and wellbeing.</p>
<p>Lesson 2</p>	<p>To know there are different types of drugs and their uses and their effects on the body.</p> <p>SK: I am motivated to find ways to be happy and cope with life’s situations without using drugs</p>	<p>Recap: <i>What choices can you make that benefit your health and wellbeing?</i></p> <p>Jigsaw Charter Connect us- Play either Pass the Hand-Clap Children to follow the actions you do, e.g. you clap, the child on your right claps, the child on their right claps, the child on their right claps so that the handclap is passed around the whole circle and comes back to you. You can time this and see how fast the class can pass the handclap around the circle. When the children get good at this, you can introduce clapping twice to indicate making the handclap go in the opposite direction.</p> <p>Calm me - Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime</p> <p>Open my mind- Slide 1: In pairs, children to come up with definition of a drug. Then display the PowerPoint slide of the definition. Clarify the terminology. Next, children to think of as many different drugs as they can, and write up a class list on the whiteboard/ flip chart.</p> <p>If children ask about the effects of a drug, the teacher can use this sheet to explain this in age-appropriate terms, and ensure they stress the harmful effects and risks. Ensure that the list of drugs on the whiteboard contains examples from the following categories:</p> <ul style="list-style-type: none"> • Unrestricted drugs e.g. caffeine • Restricted e.g. alcohol, tobacco, e-cigarettes/vaping, some over-the counter medications, solvents (e.g. some glues, paint thinners, gases like butane, poppers, nitrous oxide/ laughing gas) • Prescribed e.g. asthma medication, insulin, anti-allergy medicines, anti-depressants, amphetamines, steroids • Illegal e.g. heroin, cocaine, ecstasy (MDMA), LSD, spice, magic mushrooms, ketamine, PCP, GHB <p><i>Note about cannabis/marijuana: teachers should be aware where cannabis sits within these categories for their setting. In some countries cannabis has been legalised. In the UK cannabis is a Class B drug which means it is illegal to use, give to others or sell. Hash or hashish is a stronger form of cannabis.</i></p> <p>Tell me/Show me- Slide 2: Explain that drugs can be split into four groups: restricted, unrestricted, prescribed and illegal and tell the children what each of these means by showing the PowerPoint slide. Ask the children why they think there are four groups of drugs and whether they might want to add another group. Take their feedback and discuss why it is useful to have identified groups. Explain that the illegal drugs and the restricted drugs are known to cause the body damage, so that is why they are illegal or restricted in some way. Illegal drugs can be mixed with other dangerous chemicals so a person who takes the drug might not know what they are taking. The liver and heart are very vulnerable to drug misuse. The liver cleans toxins from the body and many drugs make the heart work</p>

		<p>faster than it needs to. Explain that prescribed drugs are safe but only if they are not misused. How do we know how to use prescribed drugs correctly?</p> <p>Let me learn - Using the list of drugs on the board, the four categories, and their own knowledge, ask the children to group these drugs using the resource with the four boxes (Drugs Groups). They can work in pairs or small groups. If there are drugs that the children aren't sure about ask them to leave these out of the sorting. Give 5 – 10 minutes. Children feedback as a class with the answers. Teacher sorts the drugs on the whiteboard correctly, correcting misconceptions.</p> <p>Facilitate a discussion on why people take drugs, even if they know that they have lots of dangerous effects. Draw out from the children that some people take drugs the first time because they are 'pressured' into doing it, or because they are feeling unwell/unhappy and want to fix the problem. They can then become addicted. Ask why people want to sell drugs knowing that they cause people harm. Finally, ask the children to suggest ways that people could help make themselves feel better without taking drugs. Come up with a class list of 'alternatives' to drugs. Encourage them to be realistic with their suggestions.</p> <p>Evidence in floor book 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>Lesson 3</p>	<p>To understand that some people can be exploited and made to do things that are against the law</p> <p>SK: I can suggest ways that someone who is being exploited can help themselves</p>	<p>Recap: <i>Why do people use drugs? What effect do they have on the body? How can we be happy and find ways to cope without using drugs?</i></p> <p>Jigsaw Charter Connect us- Play 'Help me please' In a circle the teacher says to the child closest to them on the right, 'Help me please'. The child replies 'What's the matter?' The teacher makes up a situation: e.g. needing help with school work, needing help to reach something high, getting stuck in the mud. The child replies 'Who do you want to help?' The teacher then nominates one of the other children who would be good at helping with that situation, saying why they chose that person. The child who was chosen then asks 'Help me please' to the child on their right, and the game continues.</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Briefly discuss what children already know about gangs. This could be done as a 'Think, Pair, Share' activity, giving a minute think time and a minute paired time. Share as a whole class and discuss the perceptions that children may have about gangs. Prompt questions could include:</p> <ul style="list-style-type: none"> • Is belonging to a gang good or bad? (Obviously this depends on the nature of the group or gang and their intent). • Why do you think some people join a gang? • Can gangs be involved in criminal activity/ things that break the law? • Do you think some people are pressured into joining a gang even if they don't want to? <p>Tell me or show me Read Ava and Kiran's story asking the recommended questions in the text as you go along.</p> <p>At the end of the story explain that some gangs choose to exploit (use) children to do criminal/ illegal things. Ensure the children know what the word exploit means. Ask why they think gangs do this. Ask the children what 'traps' the gangs might use to get the children involved in the first place and then to keep them in the gang when they are more fully involved. Discuss this through Kiran's character in the story to illustrate any points.</p> <p>Let me learn Evidence in floor book Give each child a printed version of the story and two different coloured pens (preferably one red and one in green). Children work through the story again and highlight in red where they think the 'danger points' are for Kiran. In green they should highlight the 'choice points' that Kiran faced in the story, each choice point being a potential place where he could have taken action to help himself from being drawn into the gang. Discuss the differences in their highlighting, drawing out that many of the 'danger points' are also 'choice points'. Also explain that some of the 'danger points' might be less obvious, so how would Kiran know he is in danger or taking a risk? Are there clues in the story? Was his conscience giving him messages that he should have listened to? Are there reasons why he didn't listen?</p> <p>Slide 2: Summarise by recapping the advice that the children would give to Kiran. Emphasise they could also use this advice if they were ever in a situation that was risky, criminal and/or dangerous. Also share the advice PowerPoint slide with the children.</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 style="text-align: center;">Lesson 4</p>	<p>To identify why some people join gangs and the risks this involves</p> <p>SK I can suggest strategies someone could use to avoid being pressurised</p>	<p>Recap: Why might people do things against the law? What does exploited mean? How can someone who is being exploited help themselves?</p> <p>Jigsaw Charter Connect us- Play 'Help me please' (see lesson 3)</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind: Slides 1-3. Show the PowerPoint pictures of three different gangs. Children discuss in pairs which picture(s) they think best represent a gang. Explain that gang can have different meanings e.g it can describe a group of friends who just hang out together and have fun and are harmless. However, mostly gang is used to describe groups of people who do illegal things, like Tyler's gang from the last lesson, or who are involved in anti-social behaviour.</p> <p>Ask the children to give examples of anti-social / illegal behaviour that a gang might be involved with. Explain that drug and alcohol misuse make gangs riskier to belong to. Can the children think of reasons why that might be? Also use this opportunity to discuss stereotypes. When we think of the word gang what sort of pictures immediately come into our heads? Do we think that gangs always look and act like this? Conclude by asking if there are different types of gang how can we know which are safe to belong to and which ones aren't? (e.g. we know the people in the gang are safe and responsible people to be with, we can listen to our own thoughts and feelings about whether it feels right, we know the sort of activities the gang does</p> <p>Tell me/Show me/Let me learn: Divide class into groups. Model how to play the 'Gangs are...' game. Idea of the game is for the children to match up the people on the cards with a reason for being part of a gang. Discuss that some people join a gang, for the reasons below. Use the statements on the cards to exemplify these reasons during the discussion.</p> <ul style="list-style-type: none"> • Peer-pressure • Financial pressures • Protection (or fear if they don't join, they will be harmed) • Boredom • Searching for excitement • Status and the need to have power • Family problems (looking for a group where they feel they belong) <p>Use the prompt questions below:</p> <ul style="list-style-type: none"> • Which of the gangs in the game are unsafe or risky? • Are these good enough reasons for becoming a gang member, especially when a gang is dangerous/ risky to belong to? • Do the risks and dangers make joining a gang a poor choice? • Are there alternative things a person could do that would give them the same needs, but in a different way? (e.g. join a club or society, take up a sport and go to club, find a new interest, talk about the way they are feeling with a person they trust, etc). • What advice would you give to someone who was thinking of joining a dangerous gang, or who is already in a gang that is dangerous to belong to? • How can a person deal with pressure? <p>Summarise by explaining that we know the word gang can be used in different ways to describe different groups of people. If someone is tempted to join a gang, they need to be sure that the gang is safe, harmless, responsible, and is not involved in anti-social or criminal behaviour, before they do so. If people are in a gang and want to get out, there are always things they can do to help themselves if they no longer want to be involved. Give the children local and national helpline details</p> <p>Help me reflect- Slide 5: 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 -Present the matching game and answers to the prompt questions-</p>
<p style="text-align: center;">Lesson 5</p>	<p>To understand what it means to be emotionally well and people's attitudes towards mental health/illness</p> <p>SK: I know how to help myself feel emotionally healthy and can recognise</p>	<p>Recap: Why do some people join gangs? What are the risks of joining a gang? How could someone avoid being pressurized to join a gang?</p> <p>Jigsaw Charter Connect us: Play one of the Pass the... games e.g. Squeeze, Hand-Clap, Zoom/Eek</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- In groups of 3 or 4, children discuss and note down how they feel and how they behave when they are having a good day. Then ask them to do the same for when they are having a bad day. Encourage them to find similarities and differences between the two sets of descriptions.</p> <p>Tell me/Show me - Slide 1: Ask children if they have heard the term 'mental health' or 'emotional health' and what it means. Say that these terms help explain how we feel. Sometimes, our emotional health suffers in the same way as our physical health suffers: we can get physical illnesses colds, 'flu,</p>

	<p>when I need help with this</p>	<p>and chicken pox; and we can also get emotional or mental illnesses like depression, anxiety and eating disorders.</p> <p>Explain that mental illnesses are just as common as physical illnesses and if people are diagnosed with a mental illness it is not something to be ashamed or afraid of. It also very cruel to make fun of somebody with a mental illness, and this should never happen as it can make the person's illness worse. Challenge any misconceptions.</p> <p>Show the children the slide of the 'emotional well' and talk it through with them. The following suggested script may be helpful: 'We can imagine our emotional health as if it's a well. If we fill our wells with positive feelings then our emotional health is good, and we feel emotionally fit and healthy. Common negative feelings like sadness, anger, stress, pressure, fear and worry can start to empty our wells, and we can imagine these making holes in the well, so all the positive feelings start to drain away. If a person's well gets very low that's when a mental illness might develop.</p> <p>There are lots of things we can do to keep filling our wells with all the positive feelings and to repair the 'leaks' when they happen.' So, for example, if a person is feeling stressed, they could talk to someone about how they are feeling and that might help plug the gap and stop that negative feeling from doing any more damage.' After you have explained and clarified the PowerPoint slide, ask the children for suggestions of things they could do to put as many positive feelings into their wells.</p> <p>Ask children the sort of things they could do to repair their well, if some of the negative feelings start to cause damage.</p> <p>Floor book Individually, children complete their own emotional well template. Ask the children to write on some positive feelings they could put in their well and an activity or something they can do to that makes that feeling happen. They can show these as arrows going into the top of the well. On the sides of the well, the children write some negative emotions that could damage their wells and cause them to leak. Next to each negative emotion ask the children to write or draw an activity/ something they could do, or people they could go to for help, that repairs the leak and helps stop the negative emotion causing any more damage.</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 understand how stress can cause drug and alcohol misuse</p> <p>SK: I can use different strategies to manage stress and pressure</p>	<p>Recap: <i>What does it mean to be emotionally well? What can you do to help yourself feel emotionally well?</i></p> <p>Jigsaw Charter</p> <p>Connect us- Play 'Help me please' as in lessons 3 and 4</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- In pairs, children share something that make them feel stressed: ask them to think about what caused the stress and what the trigger for the stress was. Clarify that a trigger can be something very small or something big. Explain that everyone usually feels stressed or under pressure at some time in their lives and remind them of the damaging effect of this on our 'emotional well'. If you feel comfortable, share with the children what makes you feel stressed or under pressure and why that is.</p> <p>Tell me/Show me: Slides 1-7: Show PowerPoint slides show of the stressed adults and ask what they think is causing the stress. Explore what they think adults do to help them cope with pressure and draw out from them that some adults smoke, drink alcohol and take drugs to help themselves feel better. Some also use food in this way, and some seek out risky situations. Some use exercise and hobbies like art, reading. Some meditate (like our Calm Me). Explain that people who don't feel good about themselves (so have internal stress) also try to find ways to feel good about themselves and misusing substances like drugs and alcohol is often one of those ways. Remind the children that some people join gangs so they feel better about themselves or to help resolve a problem. Explain that it can be difficult for some people to realise that they are misusing substances because of stress and pressure because it can be a gradual change. Discuss with the children that misusing alcohol (or indeed drugs or smoking), or joining a gang is not the cure - and they can actually make problems worse in the long term and cause a lot of permanent damage to that person's emotional well.</p> <p>Let me learn- Explain there are lots of other ways to deal with stress and pressure that are better for your mind and body. Discuss ways that can help reduce stress and pressure, e.g. exercise, eating well, getting enough sleep, doing things you enjoy and finding people who can help.</p> <p>Split the children into either 'Physical' or 'Mental'. Those in the Physical group will work on physical strategies to help people when they feel stressed or under pressure; those in the Mental group will be working on mental/emotional strategies.</p> <p>Each child will come up with six ways to help and they draw/write these on the cube template; they make up the cube and stick the sides together. These cubes can then be rolled like dice to help to find ways to help themselves if feeling stressed.</p>

		<p>Whilst this is happening ask the children</p> <ul style="list-style-type: none">• How can drugs and alcohol impact on a person's life?• How can a person who misuses drugs or alcohol cause hurt to another person?• How do drugs and alcohol have an impact on a person's body and mind?• Why do some people misuse drugs and alcohol?• What ways can a person use to stay emotionally healthy without needing drugs or alcohol?• How can a person recognise when a situation is becoming risky or dangerous? Could misusing alcohol or drugs affect their decision making?• How do drugs and alcohol cause harm in the community/society?• How can a person manage stress and pressure?• How do you feel about drugs and alcohol?• How do you feel about people who join a gang?• What is using alcohol responsibly? <p>Help me reflect: Slide 8: Invite the children to self/peer assess against the learning intentions for the lesson</p> <p>Evidence by photographs</p> <p>Present the cubes to show physical and mental strategies to deal with stress or pressure. Quotes and comments based on the assessment questions</p>
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