

Year 1 PSHE Spring Term 2 – Healthy Me

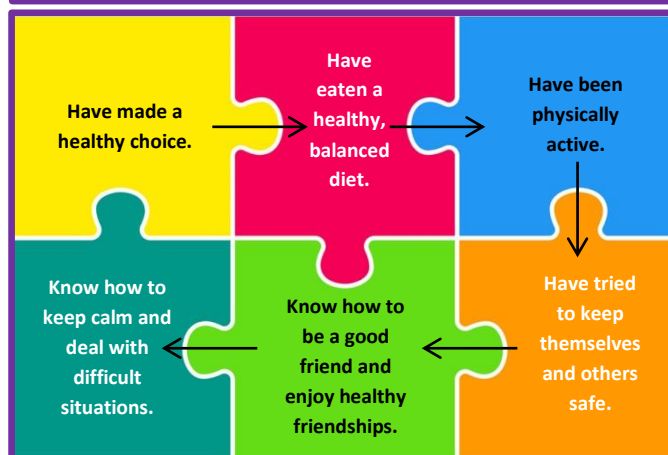
Outcome of unit (Jigsaw p31)

- I can explain many ways that my body is amazing and how the different things I do keep it safe and healthy.
- I can suggest how my body might come to harm if I make unhealthy choices.
- I can explain how healthy choices affect the way I feel about myself and help to keep me happy.

- I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.
- I can give examples of when being healthy can help me feel happy.

- I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.
- I know that my body is special and I need to take care of it.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

<p>1) Can I understand the difference between being healthy and unhealthy? Can I feel good about myself when I make good choices? H1 H2 H5 H6 H18 H19 H28</p>	<p>I know what food and activities are healthy and unhealthy by sorting and discussing. I can explain my choices and give reasons. I can show you ways of staying healthy and explain the importance of this in our day to day lives. I can say who should keep healthy and the effect this will have on people. I can illustrate how I keep healthy and explain the benefits.</p>
<p>2) Can I make healthy lifestyle choices? H1 H3 H5 H6 H18 H19 H22 H23 H28</p>	<p>I can recap my learning from the previous session and discuss how I have kept healthy. I can discuss how I can make healthy choices. I can explain why I make healthy choices and their importance. I can work as a team to show the choices of people in my team and feedback.</p>
<p>3) Can I explain how to keep myself clean and healthy? H6 H18 H30</p>	<p>I know how I can keep myself clean and healthy. I know that germs spread and can cause disease. I know that some household substances can help me, while others can be harmful. I know that I am special and that I should keep myself safe.</p>
<p>4) Can I explain how medicines can help when I am poorly and how to use them safely? H6 H18</p>	<p>I know how I feel when I am poorly and what happens. I can say what I have and who looks after me. I can decide and justify which items are good/bad for me and which ones are healthy/unhealthy.</p>
<p>5) Can I explain how to cross the road safely? H6 H18 H21</p>	<p>I can explain how various people keep me safe. I can say where I feel safe and who makes me feel safe. I can enact the Green Cross Code and explain how it works to keep me safe. I can come up with a 'stay safe' message.</p>
<p>6) Can I tell you why my body and I are amazing? R15 H5 H6 H18 H24 H30</p>	<p>I can tell you what a healthy day looks like and create a timeline to show this with my class. I can write part of a recipe to create a class recipe book on how to keep healthy.</p>

Subject Specific Vocabulary/Facts

Balanced	Equal amounts.
Body parts	Any part of a human being.
Choices	What we choose to do.
Clean	Free from dirt and germs.
Exercise	A physical activity.
Green Cross Code	A set of rules to follow when walking on or near the road.
Healthy	To be in a good physical state or good health.
Hygienic	How clean and healthy you are.
Listen	To use your ears to pay attention to a sound.
Look	To use your eyes to pay attention to what someone or something is doing.
Medicines	Something to make us feel better.
Safety	Making sure you are protected (or safe) from danger or getting hurt.
Sleep	A period of rest.
Toiletries	Items used to clean ourselves.
Trust	To believe in how true something is, or how honest somebody is being.
Unhealthy	Not showing good health.
Wait	To stay where you are until a particular time.

Teams---All Staff Team---Files---New Jigsaw Teaching Materials 2020---Year 1---UK-5-6-4-HM.zip

H – Health and Wellbeing (PSHE Association PoS)
R – Relationships (PSHE Association PoS)
L – Living in the Wider World (PSHE Association PoS)

Year 2 PSHE Spring Term 2 – Healthy Me

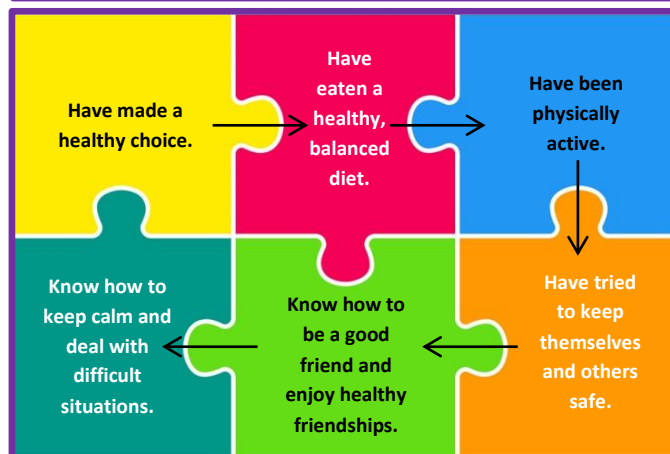
Outcome of unit (Jigsaw p32)

- I can justify my choices about food and medicines and explain healthy and safe ways in which they are good for my body.
- I can give evidence as to why my own and my friends' choices are healthy/less healthy.
- I can also evaluate how it feels to make healthy and less healthy choices.

- I can explain why foods and medicines are good for my body, comparing my ideas with less healthy/unsafe choices.
- I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.

- I can tell you some things I can put in or on my body to keep it healthy.
- I can say how I feel about being healthy.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

<p>1) Can I explain what I need to keep my body healthy? H5 H6 H18 H19 H20</p>	<p>I know how to keep healthy and discuss what is healthy and unhealthy. I can say why this is important. I can explain times when I haven't felt like doing anything (motivation). I can say what makes and keeps me motivated and what doesn't. I can say what makes and keeps people healthy. I can say and give examples of how to stay motivated.</p>
<p>2) Can I explain how I feel when I am relaxed and stressed and how this might impact upon me? H1 H2 H3 H6 H12 H18 H19 H28</p>	<p>I know what I like to do when I am relaxed and I can explain what makes me relaxed. I can compare this to when I feel uneasy (stressed). I can say when I think someone is stressed or relaxed by what actions they take. I can rank pictures /facial expressions and explain how I did this.</p>
<p>3) Can I explain how medicines help me and the importance of knowing how to use them safely? H6 H18 H21 H25</p>	<p>I know that there are different medicines and what they might be used for. I can explain that medicines are used for different illnesses and have different uses. I can explain why medicines come in different forms. I know how to keep myself safe around medicines.</p>
<p>4) Can I sort foods and explain how they can keep me healthy? H5 H6 H22 H23 H24</p>	<p>I can talk about my favourite foods and explain why I like them. I can use the 'Eat Well' plate to help me think about a balanced, healthy diet. I can complete an 'Eat Well' plate and discuss my choices.</p>
<p>5) Can I explain which foods give my body energy? H5 H6 H18 H22 H23 H24</p>	<p>I can explain the different food groups (recap previous lesson). I can say what it is like to have lots of energy and no energy. I can explain how my body is like a car and how it needs certain things to keep going. I can draw which foods are nutritious and keep me going.</p>
<p>6) Can I make a healthy snack? H5 H6 H18 H20</p>	<p>I can explain what makes a healthy snack. I can think of a healthy recipe that I can make on my own or as part of my class. I can say if I like something or not and give reasons why.</p>

Subject Specific Vocabulary/Facts

Balanced	Equal amounts.
Body	The physical structure of a person.
Calm	Not being nervous.
Dangerous	Something that's not safe.
Energy	What our bodies need to be able to function.
Fuel	Something that is used to create energy.
Healthy	To be in a good physical state or good health.
Healthy choices	To make a choice that's good for you.
Lifestyle	The way in which someone lives.
Medicines	Something to make us feel better.
Motivation	A reason for wanting to do something.
Nutritious	Food that provides energy in a good and balanced way.
Portion	A part of a whole.
Proportion	To compare the size of a portion to the whole thing it comes from.
Relax	To become less tense.
Relaxation	To be free from tension and anxiety.
Tense	Not being able to relax.
Unhealthy	Not showing good health.

Teams---All Staff Team---Files---New Jigsaw Teaching Materials 2020---Year 2---UK-6-7-4-HM.zip

H – Health and Wellbeing (PSHE Association PoS)
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L – Living in the Wider World (PSHE Association PoS)

Year 3 PSHE Spring Term 2 – Healthy Me

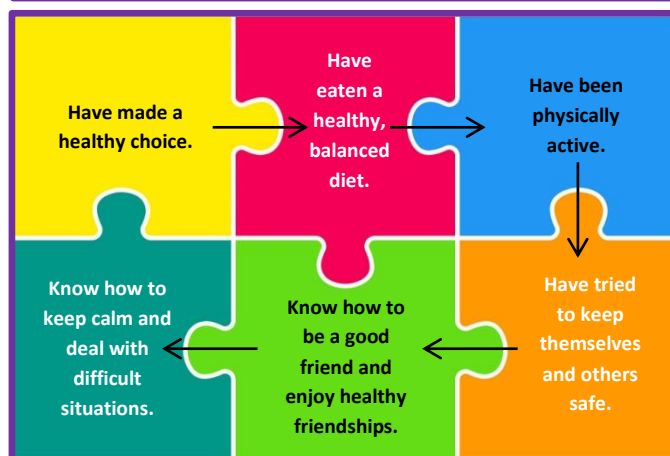
Outcome of unit (Jigsaw p32)

- I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.
- I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.

- I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy, including who to go to for help.
- I can express how being anxious/scared and unwell feels.

- I can name some things I need to keep myself safe from and ways to stay healthy.
- I can tell you who I can go to for help if I feel unsafe/unwell.
- I know how to tell someone if I feel scared/unwell.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

1) Can I explain how exercise affects my body and why my lungs and heart are so important? H5 H6 H18 H19 H20 H22 H23 H24	I know how to keep healthy and discuss what is healthy and unhealthy. I can link my learning to PE by explaining the difference between being active and inactive and what happens to our bodies when we are active. I can explain why it is important to exercise and how/why my body changes. I can say what I can do to help my lungs and heart become stronger.
2) Can I explain what a healthy choice is and how what I eat affects my health? H5 H6 H18 H19 H20 H22 H23 H24 H28	I can explain and demonstrate whether a food is a healthy choice or not based on what is in it. I know that food gives me energy, which I get from a balanced diet, and can explain the effect of too much sugar and types of fat on my body. I know I need to exercise to stay healthy and know the effect of not doing enough exercise on my body.
3) Can I explain what I know about drugs and how I feel about them? H17 H21 H25	I know how to illustrate a story by listening and inferring what I hear. I am able to make links to what I already know. I am able to express an opinion on how I feel about drugs and their uses. I am able to give reasons for my opinion and listen to the opinions of others.
4) Can I identify the places and things I need to stay safe from? Do I know where to go for help? R22 R23 R24 R25 R26 R28 R29 R30 R31 R32 H2 H3 H9 H11 H17 H21	I know what makes me feel safe. I can compare this to what makes me feel unsafe and I can talk about them both. I can talk about places, people and things. I can explain what a hazard is and how they are caused. I can develop a range of strategies to stay safe. I can illustrate how I would keep safe.
5) Can I think of ways to stay safe and understand how substances at home can be harmful? R20 R21 R22 R23 R24 R25 R26 R28 R29 R30 R31 R32 H9 H11 H21	I can explain how some things can be harmful and some things can be safe (links to healthy/unhealthy). I know that staying safe is also staying healthy. I can explain how to stay healthy by staying safe and link this to school/home. I can identify ways to keep safe.
6) Can I understand how complex my body is and how to take care of it? R15 H1 H6 H18 H19 H21	I can explain what I think is amazing about the human body. I can say what amazes me and what I would like to find out about. I can create an advert that celebrates the human body.

Subject Specific Vocabulary/Facts

Advice	Guidance from someone you trust to make a decision about what you will do in the future.
Anxious	Feeling worried or nervous about something.
Attitude	A way of thinking or feeling about something.
Body	The physical structure of a person.
Calories	A unit of energy, measured in kilojoules.
Choices	What we choose to do.
Complex	Something made up of many different, connected parts.
Dangerous	Something that's not safe.
Drugs	A substance that causes a reaction in our bodies.
Emergency	An unexpected and dangerous situation.
Emergency Services	People who respond to emergencies, such as the police, fire brigade, paramedics and the coastguard.
Energy	What our bodies need to be able to function.
Fat	A natural substance in the body that sits under the skin and around some organs to protect them.
Fitness	How fit you are.
Harmful	Something that causes, or will cause, harm.
Healthy	To be in a good physical state or good health.
Heart	An organ of the body that pumps blood.
Heartbeat	The pulse of your heart.
Lungs	An organ of the body that helps us breathe.
Oxygen	A gas that sustains life.
Risk	A situation that puts someone or something in danger.
Safe	To be protected from danger.
Saturated fat	A less healthy type of fat in foods and the body.
Scared	To be fearful or frightened.
Strategy	A plan of action used to achieve a goal or aim.
Sugar	A sweet substance found in foods that the body needs.

Teams---All Staff Team---Files---New Jigsaw Teaching Materials 2020---Year 3---UK-7-8-4-HM.zip

H – Health and Wellbeing (PSHE Association PoS)
R – Relationships (PSHE Association PoS)
L – Living in the Wider World (PSHE Association PoS)

Year 4 PSHE Spring Term 2 – Healthy Me

Outcome of unit (Jigsaw p31)

- I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.
- I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.

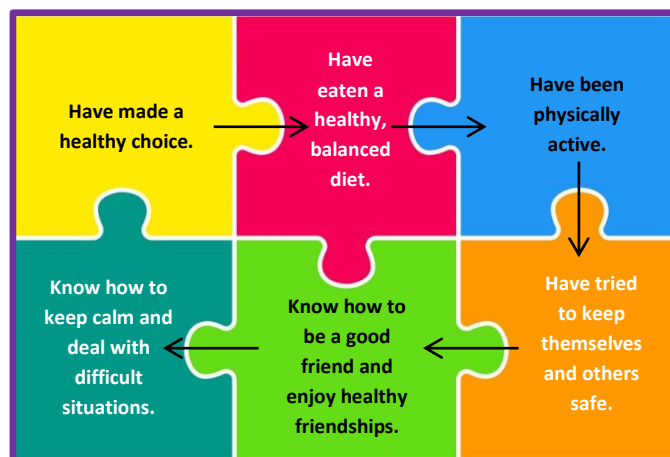


- I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.
- I can identify feelings of anxiety and fear associated with peer pressure.



- I can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me.
- I can say how it feels when someone else is pushing me to do something.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

<p>1) Can I explain how different friendship groups are formed and which friendships I value the most? R7 R8 R11 R13 H2 H3</p>	<p>I know how to describe the friends that I have (how we became friends, what we do, how we met, etc.). I know what value each of my friends and friendship groups have. I know that the friends I have will have different interests and be part of different groups. I know how to deal with a variety of situations and embarrassing scenarios. I know how to respond appropriately.</p>
<p>2) Can I understand the different roles that people take in groups? R8 R10 R11 R13 R19 R20 R21 R22 R25</p>	<p>I can explain how I might handle a difficult situation. I can explain the reasons for my choices. I can give reasons for my own and the reactions of others. I can share the qualities of a friend that I think are important.</p>
<p>3) Can I explain the effects of smoking on people's health? R30 R31 R32 H21 H25 H26</p>	<p>I know that smoking is bad for you and I can say what the effects might be on your health. I know that some people start smoking because of peer pressure. I can explain what facts I have learnt.</p>
<p>4) Can I explain the effects of alcohol on people's health? R30 R31 R32 H21 H24 H25 H26</p>	<p>I know that some facts will be true and some facts will be false. I can explain why I think this. I can suggest other ways I can stay healthy (no smoking, no drinking, healthy eating, exercise). I can locate the liver in the human body and discuss its function.</p>
<p>5) Can I explain when I feel others are putting me under pressure? R8 R9 R10 R11 R12 R13 R16 R20 R25 R29 R32 H1 H4</p>	<p>I can explain what a healthy friendship is and that it does not mean my friends pressure me. I know that pressure is being made to do something or say something I am not comfortable with. I can show, by describing, talking about and illustrating, what good friendships are.</p>
<p>6) Can I explain what I know is meant by right and wrong? R11 R12 R14 R15 R16 R19 R22 R25</p>	<p>I can explain and I know that I have the capabilities to do anything I put my mind to. I know that as I grow my views and opinions will change.</p>

Subject Specific Vocabulary/Facts

Advice	Guidance from someone you trust to make a decision about what you will do in the future.
Agree	To have the same opinion as someone else.
Alcohol	A type of drink that the body uses to make sugar.
Anxiety	The feeling of being anxious, worried or nervous.
Assertive	To be confident in your beliefs and opinions.
Believe	To accept that something is true without doubt.
Disagree	To have a different opinion to someone else.
Disease	An illness that affects you for a long time.
Emotions	Your feelings about your situation or other people.
Fear	An emotion caused by the threat of danger or harm.
Follower	A person who supports or follows a leader or set of ideas/beliefs.
Friendship	A shared feeling of liking others, sometimes in a group.
Guilt	A feeling of having done something wrong.
Healthy	To be in a good physical state or good health.
Leader	A person in charge of a group.
Liver	An organ in the body.
Opinion	A personal view or judgment about something or someone.
Peers	Friends or a social group.
Pressure	To persuade somebody.
Relationships	How others behave towards each other.
Right	Something that is correct or true.
Roles	Behaviours or things we do as part of a job.
Smoking	The action of breathing tobacco smoke in and out.
Value	How important something is.
Wrong	Something that is not correct or untrue/false.

Teams---All Staff Team---Files---New Jigsaw Teaching Materials 2020---Year 4---UK-8-9-4-HM.zip

H – Health and Wellbeing (PSHE Association PoS)
R – Relationships (PSHE Association PoS)
L – Living in the Wider World (PSHE Association PoS)

Year 5 PSHE Spring Term 2 – Healthy Me

Outcome of unit (Jigsaw p32)

- I can evaluate the different roles food and substances can play in people's lives.
- I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.
- I respect and value my body and health, and can consider the part this plays in maintaining my self confidence.

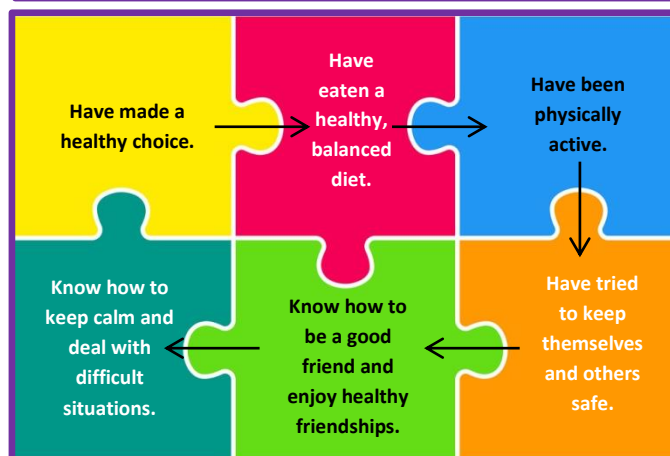


- I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.
- I can summarise different ways that I respect and value my body.



- I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives.
- I can tell you why my body is good the way it is.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

1) Can I explain the risks of smoking and how it can affect the organs of my body? H21 H24 H25	I know that I can share and express what I know about smoking and tobacco. I know how smoking can affect my body. I can explain why I think some people can give up and some can't. I can share the effects of smoking on parts of the body.
2) Can I explain the risks of misusing alcohol and how it can affect the organs of my body? H21 H24 H25	I know that I can share and express what I already know about alcohol. I can explain how people might feel if they have drunk too much and the effect on the body. I know that it is OK to have a drink and can compare this to the misuse of alcohol. I know what an informed decision is and how I can make one.
3) Can I use basic first aid and know how to get help? R31 R32 H9 H21 H32 H33	I know a range of basic first aid skills and how and when to administer them. I can explain why it is important to think calmly and quickly in an emergency situation. I can think of my own situations and how I could help. I can say what skills are useful in an emergency situation. I can tell you when I would use the recovery position.
4) Can I explain how the media promotes certain body types? R12 R15 R16 R18 R25 R27 H10 H21	I know how important it is to be positive about myself and my body image. I can explain why people look different. I can share my ideas as to why people want to look different. I can explain why altered images look different and the impact it can have on people. I can say whether I should change my appearance.
5) Can I explain the different roles that food plays in people's lives and body image pressures? R15 H4 H10 H21	I know what constitutes a happy, healthy body. I can give advice on how to stay physically and mentally healthy. I can express an opinion about the ideas of others.
6) Can I explain what makes a healthy lifestyle? H1 H2 H3 H4 H5 H6 H10 H18 H19 H20 H21	I know this includes my relationship with others, the food I eat and how I feel about myself. I know that some people choose not to be healthy and can give reasons why people choose to be healthy. I can explain how people are motivated.

Subject Specific Vocabulary/Facts

Altered	Changed.
Body image	How you see yourself.
Calm	Not showing strong emotions.
Celebrity	A famous person.
Choices	What we choose to do (between two or more things).
Comparison	To look at the similarities and differences between two or more things or people.
Debate	A formal discussion about a particular subject.
Eating disorder	A mental illness surrounding food and eating habits.
Eating problem	Abnormal eating habits.
Emergency	An unexpected and dangerous situation.
Fact	Something that is true.
Healthy behaviour	Activities that keep or make your body healthy.
Healthy lifestyle	A way of living that lowers the risk of being unhealthy.
Influence	Being able to have an effect on something or someone.
Informed decision	A decision based on information and facts.
Level-headed	Calm and sensible.
Media	Ways to communicate with a lot of people altogether.
Motivation	A desire to do something.
Opinion	A personal view or judgment about something or someone.
Pressure	To persuade somebody.
Procedure	A way of doing something.
Recovery position	A first aid position used to stop someone choking.
Respect	To appropriately consider the feelings, wishes or rights of others.
Self-respect	Confidence in yourself.
Social media	Websites and apps used to network and share content.
Unhealthy behaviour	Activities that can make your body unhealthy over time.

Teams---All Staff Team---Files---New Jigsaw Teaching Materials 2020---Year 5---UK-9-10-4-HM.zip

H – Health and Wellbeing (PSHE Association PoS)

R – Relationships (PSHE Association PoS)

L – Living in the Wider World (PSHE Association PoS)

Year 6 PSHE Spring Term 2 – Healthy Me

Outcome of unit (Jigsaw p32)

- I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.
- I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.

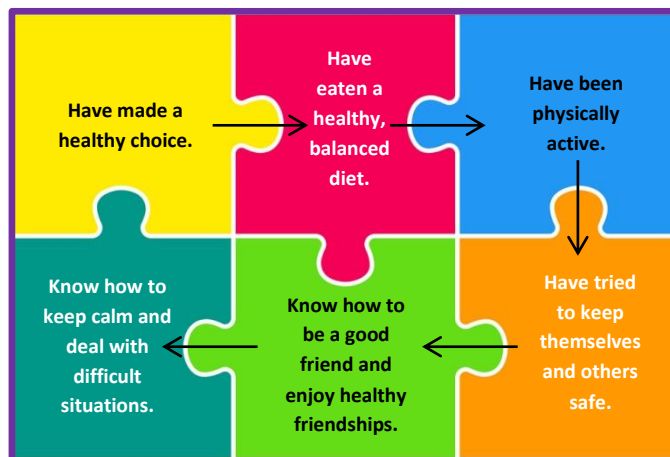


- I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.
- I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.



- I can tell you how substance misuse has an unhealthy impact on the body and mind.
- I can tell you how I try to keep myself emotionally healthy.

Puzzle Outcome of Weekly Celebrations (Jigsaw p3)



Knowledge/Learning Objectives

<p>1) Can I take responsibility for my physical and emotional health and well-being? R15 R27 R31 R32 H1 H5 H6 H7 H9 H10 H17 H18 H19 H21 H24 H31</p>	<p>I know that I will become more responsible for my health and safety as I get older. I know that choices about food, drink and immunisations have an impact on how healthy people are. I can offer advice and suggestions about taking responsibility, and reflect upon where I can make changes to improve my own responsibilities.</p>
<p>2) Can I explain how different drugs have different effects on the body? R31 R32 H2 H3 H8 H9 H10 H17 H21 H24 H25</p>	<p>I know that being healthy is about more than food and exercise. I can explain what I know about 'drugs' and that they are not always a negative thing. I can say that some drugs are legal (like medicines) and some are illegal. I can say whether drugs should be legal or illegal.</p>
<p>3) Can I explain what exploitation is and how to help others who are being exploited? R7 R11 R25 R31 R32 H8 H9 H10 H17 H21</p>	<p>I know that we are all good at different things. I can help others and ask for help if I need it. I know what gangs are and that they can be good or bad. I know that some gangs exploit and trap people into things. I can explain the dangers and choices around gang exploitation. I can advise about risky, criminal or dangerous situations and follow my own advice.</p>
<p>4) Can I understand the risks and pressures associated with being part of a gang? R7 R11 R25 R31 R32 H8 H9 H10 H17 H21</p>	<p>I know that we're all good at different things and can help one another (recap). I can explain what a gang is and some of the anti-social behaviour some gangs might take part in, as well as the associated risks. I can listen to my own thoughts and feelings about whether to be part of a gang and explain why I think this.</p>
<p>5) Can I explain what it means to be emotionally well and explore people's attitudes to mental health? R30 R31 R32 H1 H4 H5 H6 H7 H9 H10 H12 H17 H18 H19 H21 H28</p>	<p>I know that I can have a range of emotions and this is OK. I can share/explain a range of emotions I may have/experience. I can explain how I might know how other people are feeling and what I would notice. I can explain how I would make myself feel better. I know that mental illness is not wrong.</p>
<p>6) Can I explain why I might feel stressed and the effect this might have on me? R15 R19 R27 R30 R31 R32 H1 H4 H5 H6 H7 H9 H10 H12 H17 H18 H19 H20 H21 H28</p>	<p>I know what things can make me stressed and the feeling that it gives me. I know that other people may be able to help me by offering solutions. I know that people may misuse alcohol to feel better about themselves.</p>

Subject Specific Vocabulary/Facts

Anti-social behaviour	Behaviour that causes offence to other people.
Crime	Something that you do that is against the law.
Drugs	A substance that causes a reaction in our bodies.
Effects	Changes which are the result of an action.
Emotional health	Wellbeing around how we think and feel.
Exploited	To act unfairly in order to get something that you want.
Gangs	A group of people who spend time together for different reasons.
Illegal	Something that is against the law.
Immunisation	Protecting somebody against a particular infection.
Mental health	Wellbeing to do with how someone copes with life.
New psychoactive substances	Chemicals/drugs that affect someone's mental health and capability.
Over-the-counter	Medicines that can be bought without a prescription.
Prescribed	Authorised a medicine or treatment to help someone.
Pressure	To persuade somebody.
Prevention	Stopping something from happening.
Reputation	A widely held opinion about someone or something.
Responsibility	The requirement to do something correctly.
Restricted	Something that is limited for different reasons.
Strategies	Plans of actions used to achieve goals or aims.
Stress	Mental or emotional pressure or tension.
Symptoms	Indications of a mental or physical illness.
Synthetic highs	An emotional state caused by man-made drugs.
Triggers	Reminders of something that cause a strong reaction.
Unrestricted	Something that is not limited.
Volatile substances	Chemicals/drugs that evaporate at room temperature and can be breathed in.
Vulnerable	Being exposed to potential harm.

Teams---All Staff Team---Files---New Jigsaw Teaching Materials 2020---Year 6---UK-10-11-4-HM.zip

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