

JIGSAW!®

The mindful approach to PSHE



Healthy Me - Year 4

www.jigsawpshe.com

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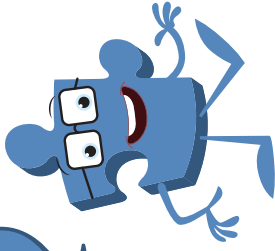


Healthy Me

Puzzle Map - Year 4

Puzzle Outcome

Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book'



| Weekly Celebration | Pieces | PSHE Education (Developed from National Framework DFEE 2000) | Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004) | Resources |
|--|---|--|---|--|
| Have made a healthy choice | 1. My Friends and Me | I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most | I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions | Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Concentric circles template, Jigsaw Journals. |
| Have eaten a healthy, balanced diet | 2. Group Dynamics | I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations | I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with | Jigsaw Chime, 'Calm Me' script, Animal characteristics template, Jigsaw Journals. |
| Have been physically active | 3. Smoking | I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke | I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others | Jigsaw Chime, 'Calm Me' script, Smoking facts grid 1 and grid 2, Smoking scenarios, Jigsaw Jaz, Jigsaw Journals. |
| Have tried to keep themselves and others safe | 4. Alcohol | I 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 relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others | Jigsaw Song sheet: 'Keep fit, keep healthy', Jigsaw Chime, 'Calm Me' script, Red and green cards (one for each child), Powerpoint: Alcohol quiz, PowerPoint: Facts about the liver, Jigsaw Journals. |
| Know how to be a good friend and enjoy healthy friendships | 5. Healthy Friendships Assessment Opportunity ★ | I can recognise when people are putting me under pressure and can explain ways to resist this when I want | I can identify feelings of anxiety and fear associated with peer pressure | Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Keep fit, keep healthy', Aiden's story, Materials for recipe book contributions, Jigsaw Journals. |
| Know how to keep calm and deal with difficult situations | 6. Celebrating My Inner Strength and Assertiveness | I know myself well enough to have a clear picture of what I believe is right and wrong | I can tap into my inner strength and know how to be assertive | Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Keep fit, keep healthy', Aiden's story, dictionary/thesaurus, Jigsaw Journals. |



Assembly (Collective Worship) to launch Puzzle: Healthy Me

Puzzle Assembly/Collective Worship Title: Healthy Me - Song: Keep fit, keep healthy

Stimulus (focus for reflection) Some music to be played as everyone arrives in to the hall, suggestion 'Feeling Good' by Nina Simone.

Calm me: You may want to keep the atmosphere quite buoyant until the reflection at the end so leave the calming until then.

Help me think about: PowerPoint slide show of exercise and activities to be healthy and healthy foods interspersed. Teachers can add more. Also need a picture of a car and activities e.g. riding a bike/playing computer games. Ask the pupils if they can predict what the new Jigsaw Puzzle is about - Healthy Me.

Resources: Picture of a car on the PowerPoint slide, bag with items of food, some healthy, some not, e.g. sweets/apple and pictures on the PowerPoint of activities some healthy some not e.g. riding a bike/playing computer games.

Picture cards: banana/chocolate bar/fizzy drink/lettuce/running/milk/cricket bat.

2 tables with a sign one saying More Often and the other saying Less Often.

Minute timer on board.

Puzzle Assembly Plan: Show the picture of the car. Ask the pupils: What does it need to work properly? After they answer (petrol, etc.), ask: What would happen if I poured a fizzy drink in the tank? What would happen if I left the car in the garage for a really long time and never took it out? Get some responses.

Explain that our bodies are the same as the car - we need the right type of fuel/food and the right type of activity to work properly. We are now going to play a game. In this bag I have pictures of food and activities. I am going to try and describe what I can see, e.g. this is a food that is very healthy for us, it is yellow and you peel it. What is it? (Banana.) The child who get the right answer then decides if the picture should go on the More Often or Less Often table to make you as healthy as possible.

After this game, have a look at the tables, and point out that the Less Often table is by no means a NEVER table and certainly not a LOTS table, but those things are fine sometimes. For the next minute, talk about the More Often table, and ask the children how often *they* eat these foods or do these things. Now, explain to the children that, for the final minute of assembly they are going to think (without talking) about why it is important to make healthier food and activity choices. After the minute is up, ask for a couple of responses from the children.

Help me reflect (time for reflection): Invite the children and adults present to take time to reflect on, or maybe they would like to take time to pray, "talking to their god if that is meaningful to them"
Invite children to use their 4/6 breathing technique to take deep breaths in and out and to reflect on a change they could make to ensure that they are as healthy as possible.

Closing the assembly: The children leave the hall in a manner reflecting school procedures and routines.

Healthy Me

Assembly (PowerPoint Slides) - Year 4

















Keep Fit, Keep Healthy

Time for a treat,
Watch what you eat !
Biscuits and sweets will make your teeth bad.

Toffees and cake
Make your teeth ache,
Keep yourself fit - you'll be glad.

Time for a drink,
First stop and think !
Fizzy and sweet will make your teeth bad.

Water is best,
Above all the rest,
Keep yourself fit - you'll be glad.

Walking to school,
That is the rule,
Activity helps you to keep healthy.
If you exercise
It'll be no surprise
You'll be **SUPER FIT** - wait and see !



Keep Fit, Keep Healthy

Children
clap

Musical notation for measures 1-4. Chords: F, Em, Dm⁷, G¹³, G⁷, F, G¹¹, C, C. Lyrics: Time for a treat,

Musical notation for measures 5-8. Chords: F, G⁷(sus4), G⁷, C, Cmaj⁷, C⁷, F, G⁷(sus4), G, C. Lyrics: watch what you eat! — Bis-cuits and sweets will make your teeth bad. Tof-ees and cake.

Musical notation for measures 9-12. Chords: F, Em, Dm⁷, G¹³, G⁷, F, G¹¹, C, Dm⁷, G¹³, G⁷. Lyrics: make your teeth ache, Keep your-self fit, — you'll be glad.

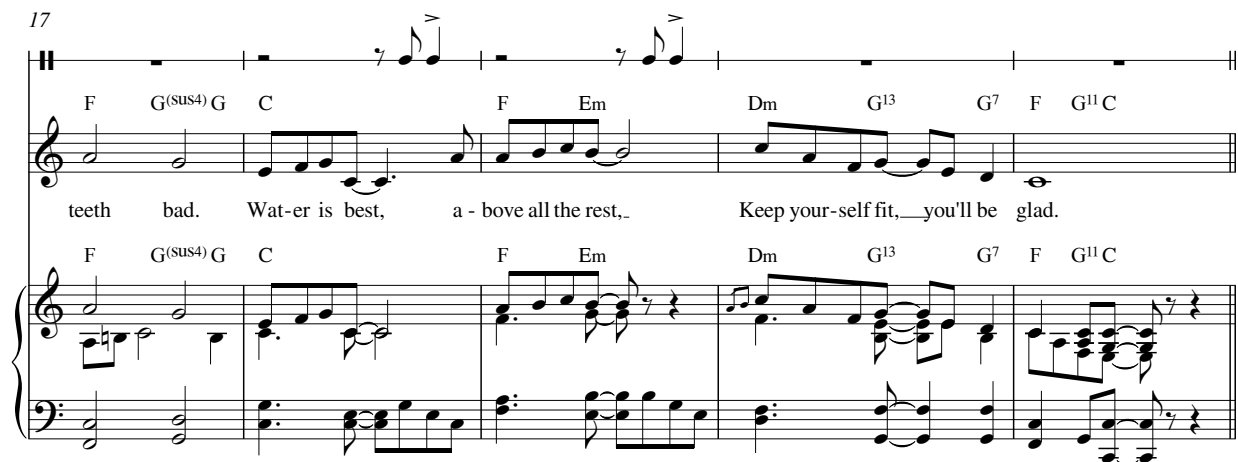
Musical notation for measures 13-16. Chords: F, G¹¹, C, C, F, G⁷(sus4), G⁷, C, Cmaj⁷, C⁷. Lyrics: Time for a drink, — first stop and think! — Fiz-zy and sweet will make your

17

F G(sus4) G C F Em Dm G¹³ G⁷ F G¹¹ C

teeth bad. Wat-er is best, a - bove all the rest, Keep your-self fit, you'll be glad.

F G(sus4) G C F Em Dm G¹³ G⁷ F G¹¹ C

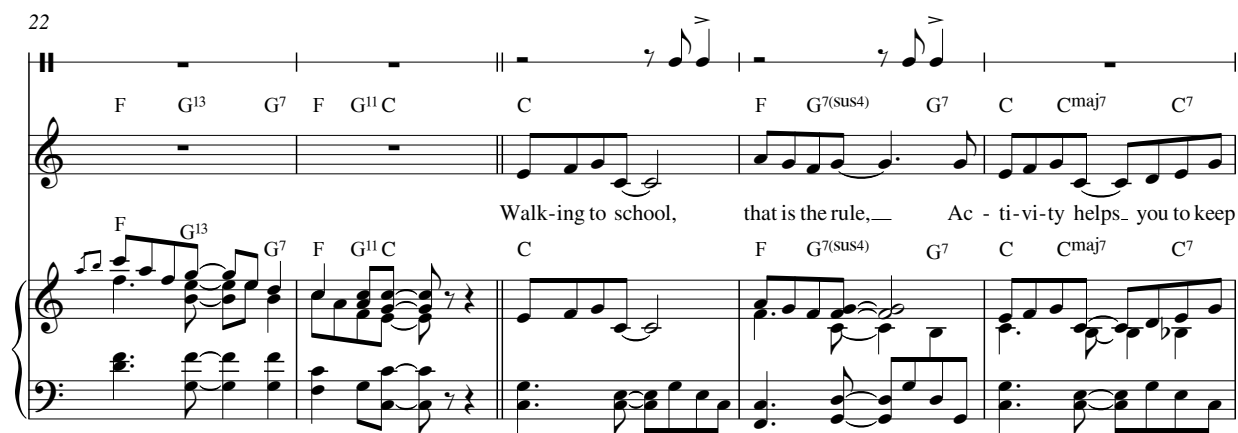


22

F G¹³ G⁷ F G¹¹ C C F G⁷(sus4) G⁷ C Cmaj7 C⁷

Walk-ing to school, that is the rule, Ac - ti-vi-ty helps you to keep

F G¹³ G⁷ F G¹¹ C C F G⁷(sus4) G⁷ C Cmaj7 C⁷



27

F G(sus4) G C F Em

health - y. If you ex - er - cise it -'ll be no sup - rise, you'll

F G(sus4) G C F Em



30

Dm⁷ G¹³ G⁷ F G¹¹ C Dm⁷ G¹³ G⁷ Fmaj7 G¹¹ C

be sup-er fit, wait and see!

Dm⁷ G¹³ G⁷ F G¹¹ C Dm⁷ G¹³ G⁷ Fmaj7 G¹¹ C





Weekly Celebration 1

This week we are celebrating people in our school who:

Have made a healthy choice





Weekly Celebration 2

This week we are celebrating people in our school who:

Have eaten a healthy, balanced diet





Weekly Celebration 3

This week we are celebrating people in our school who:

Have been physically active





Weekly Celebration 4

This week we are celebrating people in our school who:
Have tried to keep themselves and others safe





Weekly Celebration 5

This week we are celebrating people in our school who:

Know how to be a good friend and
enjoy healthy friendships





Weekly Celebration 6


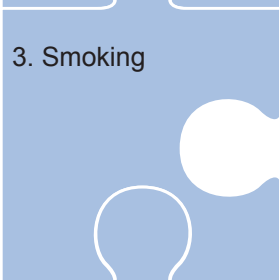

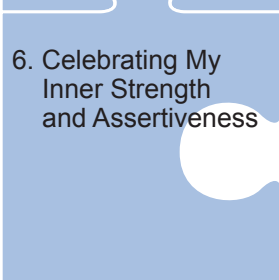
This week we are celebrating people in our school who:

Know how to keep calm and deal with
difficult situations



Healthy Me

Puzzle Overview - Year 4

| Puzzle 4 Healthy Me | Puzzle Outcome | Resources |
|---|---|--|
| Pieces | | |
| 1. My Friends and Me  | <p>I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions</p> | Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Concentric circles template, Jigsaw Journals. |
| 2. Group Dynamics  | <p>I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations</p> <p>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> | Jigsaw Chime, 'Calm Me' script, Animal characteristics template, Jigsaw Journals. |
| 3. Smoking  | <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p> | Jigsaw Chime, 'Calm Me' script, Smoking facts grid 1 and grid 2, Smoking scenarios, Jigsaw Jaz, Jigsaw Journals. |
| 4. Alcohol  | <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p> | Jigsaw Song sheet: 'Keep fit, keep healthy', Jigsaw Chime, 'Calm Me' script, Red and green cards (one for each child), Powerpoint: Alcohol quiz, PowerPoint: Facts about the liver, Jigsaw Journals. |
| 5. Healthy Friendships Assessment Opportunity ★  | <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p> | Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Keep fit, keep healthy', Aiden's story, Materials for recipe book contributions, Jigsaw Journals. |
| 6. Celebrating My Inner Strength and Assertiveness  | <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p> <p>I can tap into my inner strength and know how to be assertive</p> | Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Keep fit, keep healthy', Aiden's story, dictionary/thesaurus, Jigsaw Journals. |

Jigsaw Assessment - Year 4

My Learning Progress This Year

Note to teacher: Recording and tracking progress. A copy of this sheet will be needed as a record for each child (see next page for sheet without teacher note for photocopying). This 'My Learning Progress this year' sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). Each descriptor has two elements, the purple being PSHE - specific and the green having a social/emotional focus. After the assessment task in each Puzzle, the teacher, using a 'best fit' approach, highlights the appropriate descriptor box on each child's sheet and adds a comment in the box.

| Child's name: | | Class: | | | | Teacher comments |
|---------------------------------------|---|--|---|--|--|------------------|
| Assessment Date | Working towards | Working at | Working beyond | | | |
| Puzzle 2 Celebrating Difference | I can tell you about my first impressions of someone | I can tell you a time when my first impression of someone changed as I got to know them | I can use a variety of examples to show how first impressions can be misleading | | | |
| | I know it is good to try to get to know someone before making judgements about them | I can explain why it is good to accept people for who they are | I can consider how I form my opinions of people and explain why it is good to accept people for who they are | | | |
| Puzzle 3 Dreams and Goals | I know that things I try to do can go wrong and can tell you why it is good to try again | I know how to make a new plan and set new goals even if I have been disappointed | I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals | | | |
| | I can overcome disappointment and look ahead to the next time | I know what it means to be resilient and to have a positive attitude | I can explain how resilience and a positive attitude contribute to a greater chance of success | | | |
| Puzzle 4 Healthy Me | 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 recognise when people are putting me under pressure and can explain ways to resist this when I want to | I can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this | | | |
| | I can say how it feels when someone else is pushing me to do something | I can identify feelings of anxiety and fear associated with peer pressure | I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices | | | |
| Puzzle 5 Relationships | I can express what I think and feel about an animal rights issue | I can explain different points of view on an animal rights issue | I can explain and weigh up different points of view people may hold on an animal rights issue | | | |
| | and I can tell you at least one point of view that is different from mine | and express my own opinion and feelings on this | and I can take these into account in expressing and justifying my own opinions and feelings on this | | | |
| Puzzle 6 Changing Me | I can describe something I am looking forward to when I am in Year 5 | I can identify what I am looking forward to when I am in Year 5 | I can explain the changes I am looking forward to when I am in Year 5, and I can identify which changes are within my control | | | |
| | I can tell you something that I think I can change for myself when I am in Year 5 | I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this | I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes | | | |

Please note: No assessment opportunity for Puzzle 1. Highlight 'best fit' as to what level the child is working at.

Jigsaw Assessment - Year 4

My Learning Progress This Year

| Child's name: | | Class: | | | | Teacher comments |
|---------------------------------------|---|---|--|--|--|------------------|
| Assessment Date | Working towards | Working at | Working beyond | | | |
| Puzzle 2 Celebrating Difference | I can tell you about my first impressions of someone I know it is good to try to get to know someone before making judgements about them | I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are | I can use a variety of examples to show how first impressions can be misleading I can consider how I form my opinions of people and explain why it is good to accept people for who they are | | | |
| Puzzle 3 Dreams and Goals | I know that things I try to do can go wrong and can tell you why it is good to try again I can overcome disappointment and look ahead to the next time | I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude | I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals I can explain how resilience and a positive attitude contribute to a greater chance of success | | | |
| Puzzle 4 Healthy Me | 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 | 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 explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices | | | |
| Puzzle 5 Relationships | I can express what I think and feel about an animal rights issue and I can tell you at least one point of view that is different from mine | I can explain different points of view on an animal rights issue and express my own opinion and feelings on this | I can explain and weigh up different points of view people may hold on an animal rights issue and I can take these into account in expressing and justifying my own opinions and feelings on this | | | |
| Puzzle 6 Changing Me | I can describe something I am looking forward to when I am in Year 5 I can tell you something that I think I can change for myself when I am in Year 5 | I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this | I can explain the changes I am looking forward to when I am in Year 5, and I can identify which changes are within my control I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes | | | |

Please note: No assessment opportunity for Puzzle 1. Highlight 'best fit' as to what level the child is working at.

Puzzle 4 Healthy Me - Year 4

My Jigsaw Learning Record

It is envisaged that, at the beginning of a Puzzle children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. (A photocopiable version is on the next page.) They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the 'Me' box in the relevant Working at, Working towards or Working beyond descriptor box, depending on what he thinks he has achieved. The teacher colours in the 'Teacher' box in the relevant descriptor and facilitates a conversation with the child about his learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

Where am I with my learning?

Colour in the box to show where you think you are.
Does your teacher agree with you?

| | Working towards | | Working at | | Working beyond | |
|-----------------|---|---------|--|---------|---|---------|
| How am I doing? | 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 recognise when people are putting me under pressure and can explain ways to resist this when I want to | | I can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this | |
| | Me | Teacher | Me | Teacher | Me | Teacher |
| | I can say how it feels when someone else is pushing me to do something | | I can identify feelings of anxiety and fear associated with peer pressure | | I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices | |
| | Me | Teacher | Me | Teacher | Me | Teacher |

| | |
|----------------------|------------------------------|
| I think... | I enjoyed learning..... |
| | I could learn better if..... |
| | I still wonder about.... |
| My teacher thinks... | I am impressed with..... |
| | Next time..... |

Puzzle 4 Healthy Me - Year 4

My Jigsaw Learning Record

| Where am I with my learning? Colour in the box to show where you think you are. Does your teacher agree with you? | | | | | | |
|---|---|---------|--|---------|---|---------|
| | Working towards | | Working at | | Working beyond | |
| How am I doing? | 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 recognise when people are putting me under pressure and can explain ways to resist this when I want to | | I can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this | |
| | Me | Teacher | Me | Teacher | Me | Teacher |
| | I can say how it feels when someone else is pushing me to do something | | I can identify feelings of anxiety and fear associated with peer pressure | | I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices | |
| | Me | Teacher | Me | Teacher | Me | Teacher |

| | |
|----------------------|--|
| I think... | <p>I enjoyed learning.....</p> <p>I could learn better if.....</p> <p>I still wonder about....</p> |
| My teacher thinks... | <p>I am impressed with.....</p> <p>Next time.....</p> |



Puzzle 4: Healthy Me - Year 4 - Spring 2

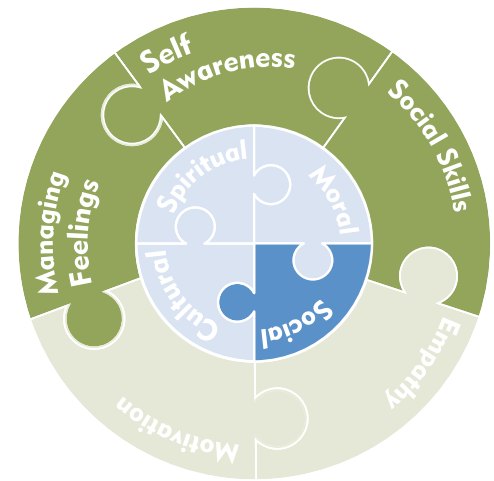
Piece 1 - My Friends and Me

recognise how different friendship groups are formed, how I fit into them and the friends I value the most

recognise when other people's actions make me feel embarrassed, hurt or inadequate and to help myself to manage these emotions

Jigsaw Chime
 'Calm Me' script
 Jigsaw Jaz
 Concentric circles template
 Jigsaw Journals

Friendships
 Emotions
 Healthy
 Relationships
 Friendship groups
 Value
 Embarrassed



Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

Play Healthy Names. With everyone sitting in a circle, go round 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'. Other examples: Cycling Chris, Running Rachel, Swimming Sabina, Push-up Peter. If a child has trouble thinking of a word, ask the class to help.

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.

Ask the children to think of as many different friends as they can (in and out of school), then to think about the following questions for a few moments, then to share their thoughts in pairs for 2 minutes.

- Where do you know your friends from?
- Do you like all your friends in the same way?
- Do you like doing the same thing with all of your friends?
- Do you tend to see some friends only in certain situations?
- Would you want to see all of your friends all the time?

Take feedback at this point, or ask the children to keep their ideas in their heads as this will help them to complete the next activity.

Does your mind feel calm and ready to learn?

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?

Tell me or show me

Draw four concentric circles on the board or flipchart. Explain to the children that they are going to complete a diagram that will help them to understand the way that we can have different friends in different friendships groups, and that this is OK.

Explain that you are going to show them something about friends and other people in your life. (Note: Use initials or made-up names and explain that the children can do this too, to preserve privacy, and protect feelings.) In the inner circle you write the names, initials or made-up names of the people in your closest friendship group, like your best friends. In the next circle you write the names, initials or made-up names of people who are very close to you, good friends, and this may include extended family members - people you like a lot. In the next circle you write the names, initials or made-up names of the people you are quite good friends with, maybe you see them quite frequently, get on OK with, like friends from your exercise group or evening class, people at your place of worship, relatives you see rarely. In the outer circle you write acquaintances - people who you know just a little bit and are friendly with but you're not great friends, like your neighbours, friends of friends, etc.

Ask the children to complete their own friendship groups concentric circles, using the template. Tell the children that they do not need to share this with anyone else. Whilst they are doing the activity, reassure the children that we all have different friendship groups and that we have a place in each of them - and we can act differently in each of these groups.

Once they have completed their circles, ask the children to think about which friends they value the most and why. Take feedback about the qualities the children value in their friends (not the names of those friends they value most).

Let me learn

Returning to the teacher's circles, pick another name of someone who used to be your friend who isn't in any of your friendship groups any more (this can be made up for the sake of the activity). Tell children the story about how your friend embarrassed you when you went swimming - laughing at how you looked in your goggles and pointing at you when you jumped in and splashed everyone around you (or a similar 'embarrassed' story). Explain to the children how you felt about this incident: embarrassed, hurt, ashamed, betrayed by your friend, not good enough, etc. Ask them to come up with some other words to describe how you might have felt.

Next, ask them what advice they would give you to help when you felt embarrassed, hurt, and ashamed. Explain that this advice can be split into two routes: one, where you lash out at your friend, call her names and be nasty to her; two, where you understand that you feel embarrassed, hurt, and ashamed and you think that there might be a better way to deal with how you feel. Ask the children to help you explore what route two looks like in this situation. Give them 2 minutes to discuss with their partner then take feedback. Draw out from the children that it is possible to manage these uncomfortable feelings without being unpleasant back.

Back at their tables, and in groups of 3 or 4, ask the children to write a short scenario like your story about swimming, and tell them that they will act out their scenario to the rest of the class. Ensure that they include options for route one and route two in their scene. Give them time to rehearse and then watch the performances. Debrief the groups after their performances and draw out the main learning point - that we can choose which route we follow and how we can manage those uncomfortable feelings.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, children describe a way of managing their uncomfortable feelings in a difficult situation.

Notes

Be aware of any current friendship issues within the class.

Why do you think it is important to have friends in different friendship groups?

Which group do you spend the most time with and why?

What qualities do you notice in your friends? Are they the same in all friendship groups?

How does it feel when you are embarrassed?

Why is it important to know how to deal with uncomfortable feelings?

Healthy Me

Calm Me Script - Year 4 - Piece 1

This Puzzle is about being healthy and the choices we make to keep ourselves healthy.

So in this 'Calm Me' time we are going to focus on our bodies and how incredible they are.

So let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound...

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again.

Breathing like this we feel calm and gentle...

Breathing in and silently counting 1,2,3,4,5...breathing out silently hearing the words "I am glad to be alive"

Now come with me as we scan our bodies and keep discovering how incredible they are.

Keep breathing gently and slowly, and bring all your attention to your head. See if you can feel all your attention in your head...how does your head feel? Warm? Tingly? What an amazing thing your head is... think about what your head does for you...

Now move your attention, focus your mind on your shoulders and see if they have any tension stored in them... let them relax... really relax

Breathe in... amazing body Breathe out... I am so lucky

Now move your attention down to your feet. How do they feel? Gently wiggle your toes and keep your mind focussing on your feet. Feet make life so much easier for us...we can walk, run, play football, swim, balance,,, stop for a moment to appreciate your feet...

Take one nice deep breath in and out.

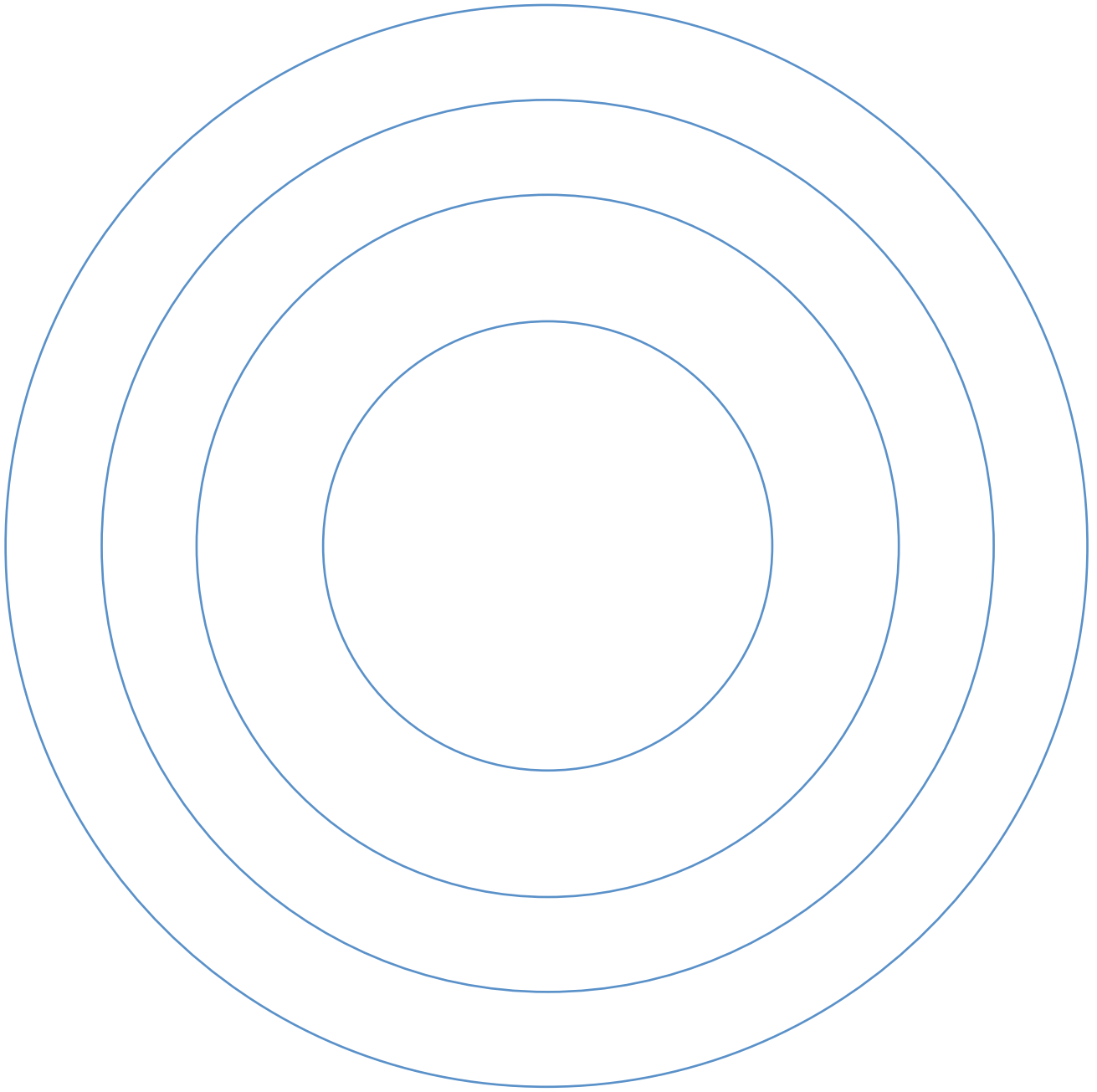
I appreciate my body and mind.

Then, as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.

Note to teacher: you can obviously swap body parts in and out of this 'Calm Me' as you see fit and partly depending on what you may have been studying in the Puzzle that you want to engender children's appreciation for.

Healthy Me

Concentric Circles Template - Year 4 - Piece 1

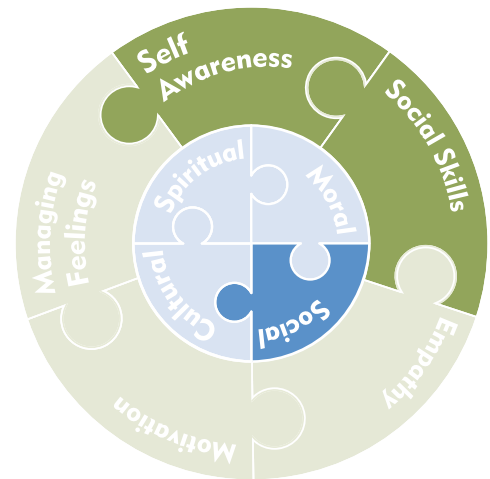




Puzzle 4: Healthy Me - Year 4 - Spring 2

Piece 2 - Group Dynamics

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| <p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p> | <p>Please teach me to... recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations be aware of how different people and groups impact on me and to recognise the people I most want to be friends with</p> |
| <p>Resources Jigsaw Chime 'Calm Me' script Animal characteristics template Jigsaw Journals</p> | <p>Vocabulary Friendship groups Roles Leader Follower Assertive Agree / disagree</p> |



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| <p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</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 about 2-3 minutes) how they would handle one of the following scenarios:</p> <ul style="list-style-type: none"> Your friend wants to go to the cinema - you don't want to. You are at your friend's house and you want to watch TV, but your friend wants to play on the computer. Your friend always wants to sit next to you but sometimes you like to sit next to someone else. You are fed up with your friend helping herself to your crisps and saying that friends share. Your teacher keeps telling you off for talking, when you know it's really your friend behind you who's talking. Your friend asks you to help him mend his bike on Saturday but you want to go out with another friend who has asked you. <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 Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p> | <p>Ask me this...</p> <p>How would you handle a difficult situation? Would a friend handle it differently? Why? Do you find it easy to say no to something you don't want to do?</p> <p>Does your mind feel calm and ready to learn?</p> |
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Open my mind

Ask the children to imagine they are one of the following animals:

- Squirrel
- Snake
- Bull
- Eagle
- Panther
- Gorilla

Ask all the squirrels to get into a group, all the snakes together, and so on. If there are more of one group than any others, re-assign children more evenly. Ask them to think about how their animal might act: how might they move, what their facial expression might be, what would their voice sound like, etc.? Children discuss their animal qualities in their group and decide on a few basic qualities and characteristics.

Tell me or show me

Explain that their animal qualities and characteristics are now going to be applied to them as humans. They will imagine how their animal acts and feels and, as a human, take on these qualities and characteristics, particularly in a group situation. Demonstrate how this will work if there is any confusion: the eagle will soar above the situation and see things from every point of view; the bull will rage around and create havoc, without solving any problems; the gorilla loves to be in charge and bosses other people around, etc.

Teacher chooses a scenario from the list above and asks each animal group to discuss how their animal might react to the situation and what role this animal might adopt. Take feedback from each group and note how differently each group reacts to the situation.

Emphasise to the children that it can be like this in friendship groups: that we can all take on different roles and have different qualities and characteristics, as well as different ways of solving problems. Ask the children which animal they are most like and how this affects how they deal with difficult situations. Explain that we can take on a different role depending on the situation and who we are with. Ask the children whether they recognise any of their friends as particular animals and how they feel about this. Finally, ask who they like being friends with the most and why.

Let me learn

Working in their animal groups, and using the animal characteristics template, ask the children to draw and write about the different qualities and characteristics of their animal. Invite the groups to feed back to the class. Discuss which animal is the children's favourite and least favourite and why. Display the animal group templates around the classroom.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, children draw and write the name of their favourite animal and three reasons why they think this animal's different qualities and characteristics would make a good friend.

How are all these animals different in the way they would say no?

How would these animals act if there was a disagreement? Do you recognise these actions in yourself or your friends?

How do your friends take on different roles in a group?

What are the benefits of being like each of the animals?

Notes

Be aware of any current friendship issues within the class.

Healthy Me

Calm Me Script - Year 4 - Piece 2

This Puzzle is about being healthy and the choices we make to keep ourselves healthy.

So in this 'Calm Me' time we are going to focus on our bodies and how incredible they are.

So let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound...

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again.

Breathing like this we feel calm and gentle...

Breathing in and silently counting 1,2,3,4,5... breathing out silently hearing the words "I am glad to be alive"

Now come with me as we scan our bodies and keep discovering how incredible they are.

Keep breathing gently and slowly, and bring all your attention to your head. See if you can feel all your attention in your head...how does your head feel? Warm? Tingly? What an amazing thing your head is... think about what your head does for you...

Now move your attention, focus your mind on your shoulders and see if they have any tension stored in them... let them relax... really relax

Breathe in... amazing body Breathe out... I am so lucky

Now move your attention down to your feet. How do they feel? Gently wiggle your toes and keep your mind focussing on your feet. Feet make life so much easier for us...we can walk, run, play football, swim, balance... stop for a moment to appreciate your feet...

Take one nice deep breath in and out.

I appreciate my body and mind.

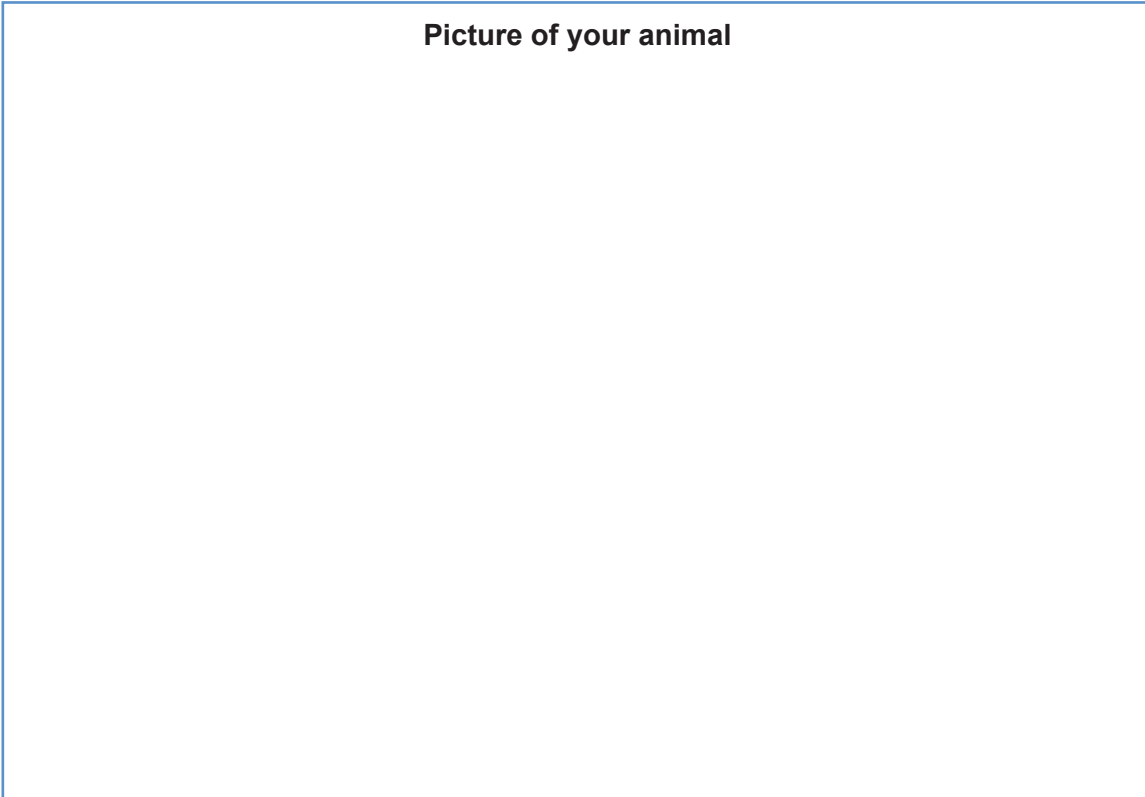
Then, as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.

Note to teacher: you can obviously swap body parts in and out of this 'Calm Me' as you see fit and partly depending on what you may have been studying in the Puzzle that you want to engender children's appreciation for.

Healthy Me

Group Dynamics: Animal Characteristics - Year 4 - Piece 2

Picture of your animal



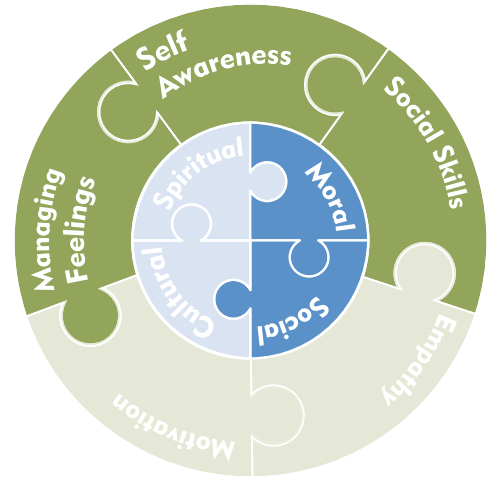
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| <p>Words to describe your animal</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>How does your animal act around friends? What role does your animal take on?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>How does your animal deal with uncomfortable feelings?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>Why would you or wouldn't you want to be friends with someone like this?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |



Puzzle 4: Healthy Me - Year 4 - Spring 2

Piece 3 - Smoking

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| <p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p> | <p>Please teach me to...</p> <p>understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p> |
| <p>Resources</p> <p>Jigsaw Chime 'Calm Me' script Smoking facts grids 1 and 2 Smoking scenarios Jigsaw Jaz Jigsaw Journals</p> | <p>Vocabulary</p> <p>Smoking Pressure Peers Guilt Advice</p> |



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| <p>Teaching and Learning</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us</p> <p>Play Healthy Names. With everyone sitting in a circle, go round 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'. Other examples: Cycling Chris, Running Rachel, Swimming Sabina, Push-up Peter. If a child is struggling to think of a word, ask the class to help. Then, go round the circle again, this time using 'unhealthy' words, e.g. Coughing Clara, Wheezy William, etc.</p> <p>Calm me</p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p> <p>Open my mind</p> <p>Explain that the children will look at the facts about smoking. Hand out the smoking facts grid 1, one per child. Ask the children to think of a fact they know about smoking and write it in one square of the smoking facts grid. Then find 8 other people (including adults) and ask them their fact about smoking: if they don't already have it, children write it in the grid. Set a time limit on the activity (about 5 minutes) so that children have to work quickly. When grids are complete, children shout "Bingo!" Return to the circle and share facts, ensuring that any erroneous facts are corrected. Ask the children which facts they didn't already know and which facts surprised them.</p> |
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| <p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>What do you already know about smoking?</p> |
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Tell me or 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.

Split the children into groups of 4 or 5 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. Reinforce the main learning intentions.

Let me learn

Give children smoking facts grid 2 and ask them to complete it, either on their own or in pairs. They can draw and write more facts and advice around the grid if they have too many to fit into the grid. Once everyone has completed their grids, take feedback and thank the children for their contributions.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journal, children stick in their second smoking facts grid and write a sentence about how they felt taking part in the scenario.

Do you think everyone starts smoking for the same reason?

What interesting fact have you learnt today?

Notes

Healthy Me

Calm Me Script - Year 4 - Piece 3

So let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound...

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again.

Breathing like this we feel calm and gentle...

Breathing in and silently counting 1,2,3,4,5... breathing out silently hearing the words "I am glad to be alive"

Now come with me as we scan our bodies and keep discovering how incredible they are.

Keep breathing gently and slowly, and bring all your attention to your right hand. See if you can feel all your attention in your right hand...how does your hand feel? Warm? Tingly? What an amazing thing your hand is... think about what your hand does for you...

Now move your attention, focus your mind on your left hand. Wiggle your fingers and really be aware of your left hand, just your left hand. How does your hand feel? Warm? Tingly? What an amazing thing your hand is... think about what your hand does for you...

Can you appreciate your hands?

Breathe in... amazing body Breathe out... I am so lucky

Take one nice deep breath in and out.

I appreciate my body and mind.

Then, as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.

Note to teacher: you can obviously swap body parts in and out of this 'Calm Me' as you see fit and partly depending on what you may have been studying in the Puzzle that you want to engender children's appreciation for.

Healthy Me

Smoking Facts Grid 1 - Year 4 - Piece 3

What do you and your class know about smoking? Write your facts in the grid.

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Healthy Me

Smoking Facts Grid 2 - Year 4 - Piece 3

What do you and your class now know about smoking? Write your facts in the grid.

| Effects of smoking on health | Reasons why people start to smoke | Advice to give someone who is thinking about starting smoking |
|------------------------------|-----------------------------------|---|
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Healthy Me

Scenarios: What Happens Next? - Year 4 - Piece 3

Cara is 13. She is best friends with Dixita. They love going into town at the weekend and looking round the shops. One day, they bump into some older girls and boys from their school. Someone in the group recognises Dixita and calls her and Cara over to say hello. Cara and Dixita are asked if they would like a cigarette. They decide to take one and try smoking.

What happens next?

When Cara gets home, her mum smells smoke on her and asks whether she has been smoking. Cara lies and says that she hadn't but says that she sat next to someone who was.

Cara feels guilty about lying to her mum and about smoking. She knows that smoking is really bad for you.

Suggest some ways for Cara to make the situation better.

What happens next?

Ellie is 12 and her brother, Patrick, is 9. They have an older step-brother called Ricky, who is 15. When Ellie and Patrick are walking home from the park one day, they see Ricky hanging around with some of his friends, and they are all smoking. Ricky sees Ellie and Patrick and runs over to them and makes them promise not to tell their dad. If their dad found out that Ricky had been smoking, he would be really angry.

What happens next?

Later, at home, Ellie and Patrick's dad asks them if they know what Ricky was doing that day. They tell their dad that they saw Ricky smoking in the park with his friends.

What happens next?

Ellie and Patrick feel guilty that they have gone back on a promise. Then Ricky gets home.

What happens next?

Suggest some ways for Ellie and Patrick to make the situation better.

Tina is 14 and new at her school. She would like to be friends with Alicia, Maisie and Greg as she thinks they are cool. Alicia and Greg both smoke and Tina thinks that one way to be friends with them is to start smoking too.

Tina goes over to Alicia, Maisie and Greg after school and starts a conversation with them.

What happens next?

Tina's mum gives her some good advice about the situation. What do you think her mum said?

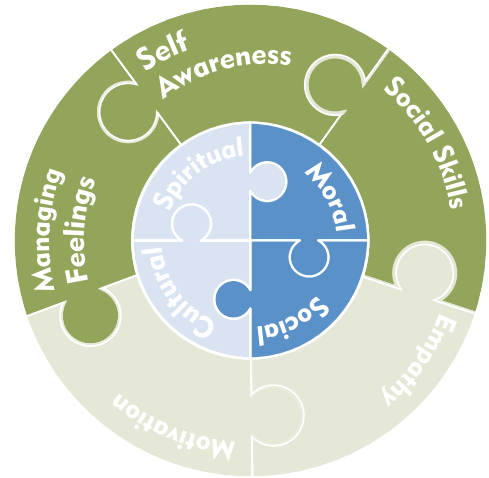
What happens next?



Puzzle 4: Healthy Me - Year 4 - Spring 2

Piece 4 - Alcohol

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| <p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p> | <p>Please teach me to... understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p> |
| <p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Song sheet: 'Keep fit, keep healthy' Red and green cards (one for each child) PowerPoint: Alcohol quiz Powerpoint: Facts about the liver Jigsaw Journals</p> | <p>Vocabulary Alcohol Liver Diseased</p> |
| <p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us Sing the Jigsaw Song: 'Keep fit, keep healthy'. Draw out the key messages of the song and ask the children to think of some more messages that they would like to add. Ask them to hold these thoughts for later on in the Piece.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p> <p>Open my mind Explain to the children that they will be learning about alcohol and how it affects the body. Play the True or False quiz, using the PowerPoint slides. Give each child a red card for false and a green card for true. Tell the children that they will lift up the red card if they think the statement is false and the green card if they think it is true. Show the slides 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, to ensure that a balanced message is given.</p> | |



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| <p>Ask me this...</p> <p>Is being healthy only about eating well and being active?</p> <p>Does your mind feel calm and ready to learn?</p> |
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Tell me or show me

Show the children the PowerPoint slides 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 from them 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. 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?

Let me learn

In groups of 3 or 4, ask half the children to write an additional verse to the Jigsaw Song, 'Keep fit, keep healthy' that includes something about drugs and/or alcohol. Ask the other half of the class to write a verse 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. Ask them to perform their verses to the rest of the class.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journal, children write their favourite lyrics from the song and why they think that message is so important.

Does anyone know where the liver is in the body?

How can we look after our bodies, particularly our liver?

What important information can you include in the lyrics to help others understand about alcohol and/or drugs?

Notes

Teacher information about the liver:

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.

Healthy Me

Calm Me Script - Year 4 - Piece 4

So let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound...

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again.

Breathing like this we feel calm and gentle...

Breathing in and silently counting 1,2,3,4,5... breathing out silently hearing the words "I am glad to be alive"

Now come with me as we scan our bodies and keep discovering how incredible they are.

Keep breathing gently and slowly, and bring all your attention to your right hand. See if you can feel all your attention in your right hand...how does your hand feel? Warm? Tingly? What an amazing thing your hand is...think about what your hand does for you...

Now move your attention, focus your mind on your left hand. Wiggle your fingers and really be aware of your left hand, just your left hand. How does your hand feel? Warm? Tingly? What an amazing thing your hand is...think about what your hand does for you...

Can you appreciate your hands?

Breathe in... amazing body Breathe out... I am so lucky

Take one nice deep breath in and out.

I appreciate my body and mind.

Then, as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.

Note to teacher: you can obviously swap body parts in and out of this 'Calm Me' as you see fit and partly depending on what you may have been studying in the Puzzle that you want to engender children's appreciation for.

Healthy Me

Alcohol Quiz PowerPoint - Year 4 - Piece 4

| | | |
|---|---|---|
| 1 | You have to be 18 to buy alcohol | True |
| 2 | When you drink alcohol, it takes about 15 minutes to move through your blood stream and into your brain | False It takes about 30 seconds |
| 3 | When you drink alcohol, it can change your behaviour | True |
| 4 | Only the brain is affected by drinking alcohol | False It affects every cell in your body |
| 5 | Your brain is mostly made up of water | True |
| 6 | Most children between 9 and 13 years old drink alcohol | False Most children don't drink alcohol |
| 7 | Alcohol affects children's brains and behaviour much more than adults' | True Because their bodies are smaller |

Healthy Me

Facts About the Liver PowerPoint - Year 4 - Piece 4

The Liver

An adult's liver is about the size of a rugby ball

It holds approximately half a litre of your total blood supply at any given moment

It cleans the blood and gets rid of toxins

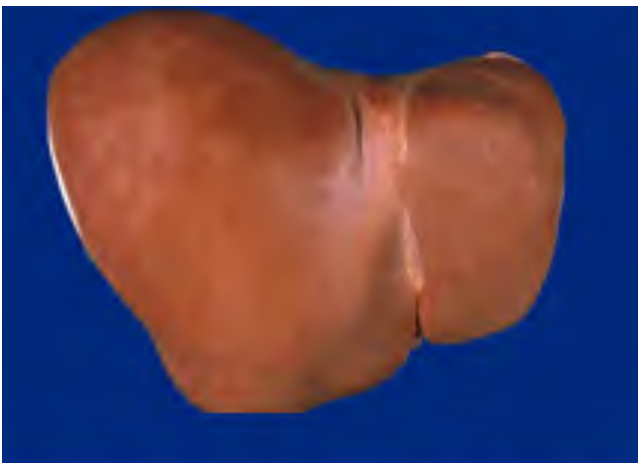
It has over 500 functions

It is the largest internal organ

It is the body's factory

If the liver did not function we would not survive

You've only got one!

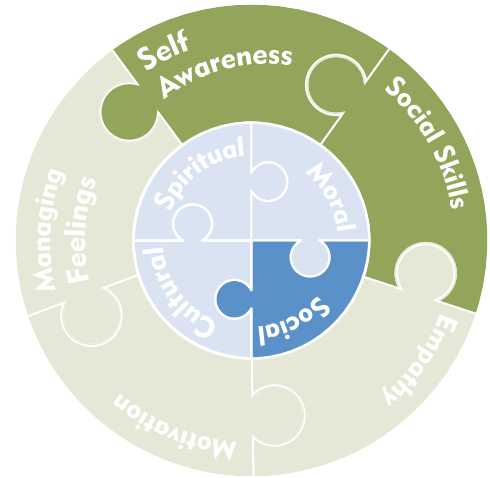




Puzzle 4: Healthy Me - Year 4 - Spring 2

Piece 5 - Healthy Friendships

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| <p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p> | <p>Please teach me to... recognise when people are putting me under pressure and to explain ways to resist this when I want identify feelings of anxiety and fear associated with peer pressure</p> |
| <p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Song sheet: 'Keep fit, keep healthy' Aiden's story Materials for recipe book contributions Jigsaw Journals</p> | <p>Vocabulary Pressure Peers Anxiety Fear</p> |



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| <p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us Sing the Jigsaw Song: 'Keep fit, keep healthy', including some verses that the children wrote in the previous Piece. Congratulate the children on their contributions to the song.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</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. Take feedback from as many children as possible. Create a mind map on the board, detailing all of the children's suggestions and 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?</p> | <p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>Would you have acted in the same way as Aiden? What could he have done differently?</p> |
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Tell me or show me

Explain to the children that they are going to be authors and illustrators for a book that everyone in the school is going to help produce. The book will be called 'The Healthy, Happy Me Recipe Book'. Each class will write a different chapter on all the ways we can keep ourselves healthy and happy. This class is in charge of the chapter on 'Healthy Friendships'. Ask the children for their ideas about what could be included in the chapter and note these down on the board. Draw out as many of the learning intentions about friendships from this Puzzle as possible, so that the children have a broad spectrum of ideas to choose from.

Let me learn

In groups of 3, children design their contributions to the recipe book. They could design storyboards, A3 posters, A6 instruction booklets, a tri-fold leaflet for younger children, a short drama piece that could be filmed, a script for a short film, a quiz, a questionnaire, or a comic strip - anything they like. Encourage them to be as creative as possible and to work well in groups together, making sure that everyone has a defined role. Give them plenty of time to create their contributions. Once everyone has finished, allow each group to share their ideas with the rest of the class. Congratulate the children on their efforts and encourage the children to do the same to each other.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journal, children write a sentence describing how they can make sure their friendships are as healthy as possible.

What do you know about creating healthy friendships?

What might other people find helpful to know?

How can you best show what you know about healthy friendships?

Notes**Assembling the Healthy, Happy Me Recipe Book**

Children's work from the assessment lesson across the school can be collated and made into the school's Healthy, Happy Me Recipe Book. You might like to use the suggested front cover or design your own. Display the Recipe Book in a prominent place and dedicate an assembly to reading it so that all children can see their contributions.

Assessment

The teacher makes a 'best fit' assessment against the three levelled criteria on the Healthy Me Attainment Descriptor Grid, and highlights the appropriate box on the grid in the child's Jigsaw Journal. The teacher then adds a personalised comment about the child's progress during the Puzzle and completes the Healthy Me certificate for each child.

Children are invited to add their comments to the Attainment Descriptor Grid after seeing the teacher's assessment and to add their own comments to their certificates. The certificates can be presented in a circle time or in a year group assembly and it is important that these are valued by being stuck into the Jigsaw Journals.

The assessment descriptor and teachers notes could form the starting point when reporting to parents/carers.

Healthy Me

Calm Me Script - Year 4 - Piece 5

So let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound...

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again.

Breathing like this we feel calm and gentle...

Breathing in and silently counting 1,2,3,4,5... breathing out, silently hearing the words "I am glad to be alive"

Breathing in and silently counting 1,2,3,4,5... breathing out, silently hearing the words "I have an incredible body"

Take a few minutes to let yourself really appreciate just how amazing your body is, how it can run, walk, eat and digest food, comfort someone, laugh, cry, hear music, see colours, feel textures, smell favourite scents, enjoy moving...

Breathing in and silently counting 1,2,3,4,5... breathing out, silently hearing the words "I have an incredible body"

Then, as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.

Healthy Me

Aiden's Story - Year 4 - Piece 5

When Aiden got home from school that day his mother pestered him with questions. "How was school? What did you learn? Did you see your friends?"

Aiden tried to be patient and answer all her questions. But he wanted to get started on his homework right away so he could go over to Eddie's house later. Eddie had invited him.

Mrs. Carpenter (Aiden's mum) was happy to hear that Aiden had made new friends and so getting permission to go to Eddie's house was easy. "But make sure you finish all your homework first," she told him.

Aiden took his homework to his room and got started on it. It was mostly easy stuff and shouldn't have taken him long but Aiden's mind kept wandering. He kept thinking about Eddie and how much he had changed.

Even though Eddie was cool and being Eddie's friend made Aiden kind of cool too, he felt sad for some reason. He didn't know why. Maybe he missed the old Eddie.

And there were some other strange things, too, that Aiden couldn't figure out. Why was everybody so afraid of Eddie and his friends? And why did they never take their jackets off?

Aiden was thinking about these things and time passed. It was an hour later and he still hadn't finished his homework. Then the phone rang.

Aiden quickly picked it up.

"Hey!" said Eddie's voice. "Thought you were coming over."

"I have to finish my homework first," said Aiden.

"Leave it," said Eddie. "I'll clear it with your teachers, it'll be cool."

"What?" said Aiden.

"I'll write you a note," said Eddie.

Then Aiden thought Eddie was joking so he laughed. But it was a nervous laugh.

"Be ready in five minutes. We'll pick you up," said Eddie.

"No, Eddie, wait -" But Eddie had already hung up. There was just a dial tone.

Aiden hung up now too and tried to think quickly. If Eddie showed up in a car there would be serious trouble with his mum.

Aiden left his homework unfinished and ran down stairs. His mother looked up from the magazine she was reading. Aiden went towards the door.

"Where are you going?" his mother asked.

"To Eddie's house. I told you!" Aiden knew that he was being rude to his mum but for some reason he couldn't help it.

"Did you finish your homework?"

Healthy Me

Aiden's Story - Year 4 - Piece 5

"Yes!" he shouted. His mum gave him a stern look so he tried to change and be polite. "Yes, mum. Please can I go?" He stood there waiting for permission. Finally his mother said okay and Aiden raced out the door.

Aiden walked up the street a few houses down. And it was just in time because Eddie and his gang came round the corner and stopped right in front of Aiden. Loud music was blaring out their phones. Eddie, Harry and Stevie were all smoking cigarettes.

"Hey, Aiden," said Eddie.

Aiden looked over his shoulder back toward his house. If he started to walk with Eddie here, his mother wouldn't see.

Stevie high-fived him, and so did Eddie. When they passed Aiden's house, Aiden saw his mum looking out the window and he quickly hid behind Stevie.

"Relax!" said Stevie.

Aiden tried to relax but his heart was beating fast. And his face was flushed with a really awful feeling that he had lied to his mum.

"Here, have one of these," said Eddie and he tossed Aiden a cigarette. Aiden picked up the cigarette and looked at it.

"Try it," said Eddie. "It'll calm you down."

Eddie reached over with a lighter and lit a flame.

Aiden just held the cigarette, not knowing what to do. He knew smoking was unhealthy but it seemed cool when Eddie did it.

"Trust me, it'll be fine," said Eddie.

"Don't be a wuss," said Stevie.

Aiden knew that if he thought about it he would never do it, so he decided not to think. He put the cigarette in his mouth. He wanted to be cool like his friends. He knew he had to, to be with them. But he felt something inside him slipping away and he tried not to think about it. He put the cigarette into the flame that Eddie was holding.

"Take a long breath!" said Stevie.

Aiden took a long breath in on the cigarette and suddenly his throat burned. He coughed and coughed. The smoke stung his eyes.

The other boys laughed. Stevie slapped him on the back.

"Your first cigarette!" Eddie high-fived him.

Aiden smiled even though there were tears coming out of his eyes.

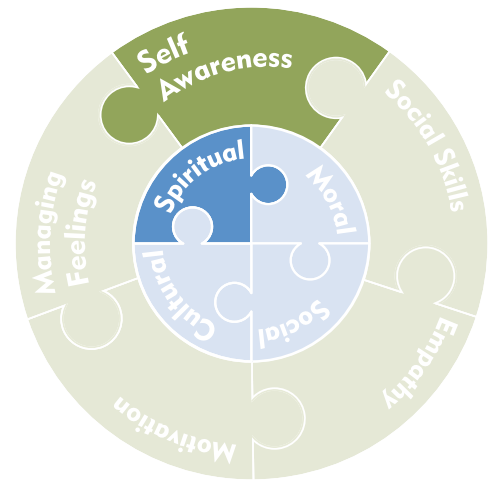
It was horrible but it was good too. Finally, he was 'cool'.



Puzzle 4: Healthy Me - Year 4 - Spring 2

Piece 6 - Celebrating My Inner Strength and Assertiveness

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| <p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p> | <p>Please teach me to... know myself well enough to have a clear picture of what I believe is right and wrong tap into my inner strength and know how to be assertive</p> |
| <p>Resources Jigsaw Song sheet: 'Keep fit, keep healthy' Jigsaw Chime 'Calm Me' script Aiden's story Dictionary/Thesaurus Jigsaw Journals</p> | <p>Vocabulary Believe Opinion Assertive Right Wrong</p> |



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| <p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us Sing the Jigsaw Song: 'Keep fit, keep healthy', including some verses that the children wrote in a previous Piece. Ask whether the class has any other suggestions for verses that haven't already been.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p> <p>Open my mind Individually, ask children to write a list of 3 things that 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'. Ask the children if they would like to share any of their beliefs with the rest of the class. Thank the children for sharing their beliefs. If time, share some of your own beliefs with the children.</p> <p>Tell me or show me Explain to the children that, 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 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 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? Draw out the differences in knowing what is the right thing to do and what is the wrong thing to do, and how this changes as we get older.</p> | <p>Ask me this...</p> <p>What have we learnt about since we wrote the extra verses?</p> <p>Does your mind feel calm and ready to learn?</p> <p>Have you always had these beliefs? Why/why not?</p> <p>How does age affect how we act in certain situations?</p> |
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Let me learn

In groups of 3 or 4, ask the children to research the word 'assertive' - they can use a dictionary, thesaurus or an online tool to help. They then draw together all the definitions and information and, as a group, design a help sheet or PowerPoint presentation. In their design, instruct them to draw/write instructions for people of different ages to help them to be more assertive, e.g. what advice would they give a 7 year old? What advice would they give a 15 year old, or an adult? Encourage them to think about the situations that these age groups might have trouble with, e.g. friendships, peer pressure to smoke or drink alcohol, bullies, etc. in order to tailor their advice appropriately. Emphasise that they need to understand why some people aren't very assertive and why some people find it difficult, in order to offer them appropriate advice.

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. 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

In the Reflection Puzzle Piece of their Jigsaw Journal, children write a piece of advice to themselves about being assertive and making the right decision.

What does being assertive look like? How does it change with age?

What advice will you take away with you today?

Notes

Healthy Me

Calm Me Script - Year 4 - Piece 6

So let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound...

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again.

Breathing like this we feel calm and gentle..

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Breathing in and silently counting 1,2,3,4,5... breathing out, silently hearing the words "I have an incredible body"

Take a few minutes to let yourself really appreciate just how amazing your body is, how it can run, walk, eat and digest food, comfort someone, laugh, cry, hear music, see colours, feel textures, smell favourite scents, enjoy moving...

Breathing in and silently counting 1,2,3,4,5... breathing out, silently hearing the words "I have an incredible body"

Then, as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.



Puzzle 4: Healthy Me - SEN overview P1i to P3ii

| Level Descriptors | Key Concepts & Key Questions | Learning Intentions | Experiences/Activities Suggested Resources |
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| <p>P1i - Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. Any participation is fully prompted.</p> | <ul style="list-style-type: none"> The world is around me. Things happen in the world. <p><i>What patterns can be established about my encounters with a variety of stimuli</i></p> | <p>Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources to any therapeutic programmes that may already be in place for a child/young person, e.g. Physiotherapy Programme or 'Sensory Diet'</p> <p>To encounter a variety of experiences in the world via a number of contexts and situations, exploring a number of senses.</p> <p>Pupils are beginning to draw their attention to the immediate environment: some may be more 'of interest' than others. Awareness may be shown by startling, stilling, eyes widening, etc.</p> <p>Pupils experience a sensory encounter from within a quieter or distraction free room or space, helping to increase an awareness of the specific encounter (e.g. sensory room, underneath an umbrella, under a blanket, etc.</p> <p>Pupils experience hearing his/her own sounds repeated back to them.</p> | <p>A variety of music, sounds, smells, lights, textures and tactile objects, linked to the needs of the child / young person.</p> <p>A selection of interactive and fun engagement / stimulation activities: to develop a Personalised Sensory Box (PSB) of objects.</p> <p>Pupils to experience different sounds and movements during a small group session.</p> <p>Pupils to explore different tactile and kinaesthetic elements within daily activities.</p> <p>Pupils encounter explorations of themselves - variety of objects placed within their awareness, touching their skin, experiencing wind/sunshine...etc.</p> |
| <p>Encountering the World</p> | <ul style="list-style-type: none"> I am beginning to be aware of the world around me. I am aware of events in the world. <p><i>What activities and experiences allow me the greatest chance to show you I am aware of the world?</i></p> | <p>To demonstrate I am aware of the world for periods of time.</p> <p>To show I am able to react to events in the world.</p> <p>Pupils engage in coactive explorations of songs and familiar routines using consistent language/signs/touch cues/smells or other.</p> <p>Pupils show awareness of and brief interest in human faces and in the presence of other people generally.</p> <p>Pupils are beginning to use vocalisations in their interactions with others.</p> | <p>Using a variety of approaches and activities to enable a child/young person to be aware of their body, linked to the needs of the individual.</p> <p>Developing a PSB to engage with a child/young person, linked to topic and other area of need: e.g. nail brushes, massage oils, fans, flashing/spinning objects, vibrating objects, etc.</p> <p>Pupils to start to become aware of familiar songs about body parts, themselves and others, e.g. Head Shoulders Knees and Toes. Begin to explore these through consistent touch cues.</p> <p>Jigsaw Song: Keep fit, Keep Healthy</p> <p>Engage in Intensive Interaction principles - close one-to-one work with an individual (mimicking and sharing).</p> <p>Help develop awareness within the pupils, through consistent routines and familiar activities/songs.</p> |
| <p>Developing Awareness of the World</p> | | | |



Puzzle 4: Healthy Me - SEN overview P1i to P3ii

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| <p>P2i - Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration.</p> | <ul style="list-style-type: none"> I am beginning to respond to things I am familiar with in the world. I am beginning to show I am aware of events and activities in the world. <p><i>What events and objects allow me to show you I have an interest in the world?</i></p> | <p>To show an interest in things in my world.</p> <p>To demonstrate a consistent response to certain events and activities in the world.</p> <p>To explore the world with others. Pupils are engaging in coactive exploration in the space within and around them, through sensory and physical interactions.</p> <p>Pupils coactively explore a variety of objects, and are beginning to show consistent responses to known and objects that appear to have a degree of connection in their lives.</p> <p>Pupils are showing preferences when exploring a selection of objects and / or tactile experiences</p> | <p>A variety of experiences and activities to focus upon individual interaction, engagement and coactive exploration; e.g using principles of Intensive Interaction principles (which can be explored throughout P1-P3).</p> <p>A developed PSB based upon the needs of a child/young person (as above); e.g. shaving foam, sand, bubble wrap, paints, ice, wheat bags, etc.</p> <p>Possible exploration of 'Yoga for the Special Child' - developing relaxation and a sense of calm centeredness.</p> |
| <p>Beginning to Respond to the World</p> | <ul style="list-style-type: none"> I can respond to some events and activities consistently and proactively with others in the world. I am able to demonstrate to you I have preferences in the world. <p><i>What and how to I show to you my preferences in the world?</i></p> | <p>To demonstrate I want to communicate with the world.</p> <p>To demonstrate that I am able to give learned responses to certain events, experiences and activities.</p> <p>To cooperate with others in the world.</p> <p>Pupils are remembering learned responses over a period of time, and are beginning to be consistent in their participation in routines. Pupils show and help record their consistent preferences and responses.</p> <p>Pupils are beginning to cooperate in group situations, and take part in group activities.</p> | <p>Working collaboratively with others to explore a variety of PSB objects, events and activities, in the classroom and/or outside in the world.</p> <p>Using a variety of personalised and engaging materials to develop familiar routines for interaction and engagement, which can be modified, adapted and tweaked according to pupil response (PSB).</p> <p>Pupils to become engaged in familiar songs and activities related to themselves, e.g. 'The Hello Song'. Jigsaw Song: 'Keep fit, Keep Healthy'</p> <p>Encourage engagement with the timings of participation and interaction.</p> <p>Celebrate achievements of an individual pupil, no matter how small, to build esteem and encourage response: create a 'what I like' sensory board.</p> <p>Engage the pupils in meaningful turn-taking activities within a group setting - e.g. passing a favoured object.</p> |
| <p>P2ii - Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation.</p> | <p>Cooperating in the World</p> | | |



Puzzle 4: Healthy Me - SEN overview P1i to P3ii

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| <p>P3i - Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods.</p> | <ul style="list-style-type: none"> I am beginning to communicate with others in the world. I seek attention from others I am able to learn and demonstrate consistent responses. I am aware that I can affect the world around me. <p><i>What motivates me to communicate and interact in the world outside me?</i></p> | <p>To begin to communicate with others in the world.</p> <p>To get the attention of a person / of people in my immediate environment.</p> <p>To demonstrate I can request an interaction, experience or event.</p> <p>To demonstrate that I am aware of my interactions with the world, and show enjoyment.</p> <p>Pupils to begin to make consistent choices of objects, to show their favoured or non-favoured items.</p> <p>Pupils are beginning to become more independent in their participation with others. Pupils engage in role-play activities with peers.</p> | <p>To provide tools and opportunity to facilitate communication and interaction in the world: e.g. engaging in familiar body rhymes, songs and routines.</p> <p>To provide opportunities for meaningful social interaction with peers and adults.</p> <p>A collection and selection of preferred and non-preferred objects, smells, pictures, etc. from school and the home: motivational, familiar and engaging.</p> <p>Encourage pupils to choose between objects, to participate in the demonstration of their favoured/non-favoured items.</p> <p>Pupils to be given opportunities to explore and express themselves in a small-group situation, working closely with peers and others to celebrate themselves.</p> <p>Safely and coactively explore feelings with an individual or group, using some Intensive Interactions and to drama/role-play feelings and how to express them.</p> |
| <p>Becoming Involved in the World</p> <p>P3ii - Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems.</p> | <ul style="list-style-type: none"> I seek communication with others in the world. I am able to communicate in a way others can understand. I am happy to explore the world with other people, for extended time periods of time. <p><i>How do I best communicate with the world? How do I best respond to options and choices? How do you encourage my sense of anticipation with experiences? What makes me happy?</i></p> | <p>To demonstrate that I am able to initiate communication with others.</p> <p>To respond to options and choices with actions or gestures (where physically able to).</p> <p>To explore events and objects for increasing periods of time, showing engagement and enjoyment.</p> <p>To demonstrate to others that I am able to anticipate certain events, activities and experiences.</p> <p>Pupils show thorough engagement when exploring favoured objects/items/textures/sensations.</p> <p>Pupils are beginning to show awareness of 'more'.</p> <p>Pupils are beginning to make the representative link between specific objects and certain activities/experiences (e.g. an armband to symbolise swimming).</p> | <p>To provide opportunities for a young person to communicate with and impact upon the world in their preferred method and mode: e.g. eye-pointing</p> <p>To reinforce engagement in the world with individual and motivating objects, people and activities to sustain and develop concentration and enjoyment.</p> <p>A developed PSB and Object Box to allow for purposeful choosing, preference communication and engagement with the world, some of which may link to the topic.</p> <p>Engage and explore a variety of sensory Art activities, exploring sand, shaving foam, textured materials, etc. to celebrate interaction with objects - model language use.</p> <p>Begin to respond to words such as 'more' or 'less' in practical and social contexts in the classroom.</p> <p>Use a use a socially meaningful object to prompt an adult response, e.g. CUP for 'more drink', and extend this across the school day</p> |
| <p>Beginning to Understand the World</p> | <p>The majority of the Experiences/Activities and Resources outlined above are appropriate from P1 to P3, with differentiation by method of input and outcome</p> | | |



Puzzle 4: Healthy Me - SEN overview P4 to P8

| Level Descriptors | Key Concepts & Key Questions | Learning Intentions | Experiences/Activities Suggested Resources |
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| <p>P4 - Pupils express their feelings needs, likes and dislikes using single elements of communication. They engage in parallel activity with several others. Pupils follow familiar routines and take part in familiar tasks or activities with support from others. They show an understanding of yes and no and recognise and respond to animated praise or criticism. They begin to respond to the feelings of others matching their emotions and becoming upset.</p> | <p>Feeling good about myself</p> <p>Being assertive/proud</p> <p>Healthy living</p> <p>Drug and alcohol awareness</p> | <p>Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources to any therapeutic programmes that may already be in place for a child/young person, e.g. Physiotherapy Programme or 'Sensory Diet'</p> <p>Feeling good about myself Pupils start to show positive responses and preferences which help to establish an individualised praise and reward system.</p> <p>Being assertive/proud Pupils start to make simple choices, with support, relating to immediate environment and activity and use positive and negative responses appropriately with a degree of independence.</p> <p>Worried/anxious feelings Pupils start to engage in activities which develop an emotional vocabulary and awareness.</p> <p>Relaxation Pupils are given the opportunity to experience different forms of relaxation.</p> <p>Healthy living Pupils are given access to a wide range of healthy living options.</p> | <p>Jigsaw Piece plans and resources/photo cards/pictures.</p> <p>Jigsaw songs particularly 'Keep fit', 'Keep healthy' for this Puzzle.</p> <p>Puppets- Jigsaw friends.</p> <p>Praise through words, signs, gestures, symbols, body language, facial expression, pictures (PECS).</p> <p>Personalised reward system according to individual preferences.</p> <p>Multi-sensory input - objects of reference, massage, music, mood lighting.</p> <p>Video, pictures, stories etc which demonstrate sad, happy, worried, anxious.</p> <p>Pictures, story boards, music and drama.</p> <p>Making choices.</p> |
| <p>P5 - Pupils take part in work or play involving two or three others. They maintain interactions and take turns in a small group with some support. Pupils combine two elements of communication to express their feelings, needs and choices. They join in discussions by responding appropriately to simple questions about familiar events or experiences.</p> | | <p>Feeling good about myself Pupils start to show pleasure in working or playing with others (adult supported)</p> <p>Being assertive/proud Pupils start to make independent choices within familiar settings and routines. Pupils start to want to 'share and show' work and successes.</p> <p>Worried/anxious feelings Pupils begin to use a preferred form of communication to indicate when they are feeling worried or anxious.</p> <p>Relaxation Pupils start to indicate a choice between two forms of relaxation.</p> <p>Healthy living Pupils start to engage in healthy living programmes of exercise and eating (adult support required).</p> | <p>Personalised clues to show how they are feeling - may include not wanting to entertain a situation.</p> <p>Pupils may like to relax through Movement, Multi-sensory input, use of security blankets and objects of comfort etc.</p> <p>Paired activities, table top games, physical activities, outdoor education.</p> <p>Active involvement in the creation of their own progress record - records to be created that are accessible according to pupils understanding.</p> |



Puzzle 4: Healthy Me - SEN overview P4 to P8

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| <p>P6 - Pupils respond to others in group situations, playing or working in a small group cooperatively. They carry out routine activities in a familiar context and show an awareness of the results of their own actions. They may show concern for others and sympathy for others in distress and offer comfort.</p> | <p>Feeling good about myself Pupils show by response a confidence in working in group situations with reduced adult support.</p> <p>Being assertive/proud Pupils initiate showing and sharing their work and successes. They start to show a recognition of others success.</p> <p>Worried/anxious feelings Pupils start to recognise when others are upset and may attempt to offer support to others and are willing to accept adult intervention to help them relax.</p> <p>Healthy living Pupils start to identify people who can help them stay healthy.</p> | <p>Role play, watched drama, TV programmes, stories to rehearse reactions and to identify emotions.</p> <p>Visits from school nurse, doctor, dentist, optician, physiotherapist, occupational therapist Daily schedules.</p> <p>Individualised programmes for behaviour and calming.</p> <p>Young and old - baby animals, babies, senior citizens.</p> <p>Food and exercise choices.</p> <p>Visits to other places.</p> <p>Workshops run by outside agencies.</p> <p>New situations and environment.</p> |
| <p>P7 - Pupils communicate feelings and ideas in simple phrases. They move with support to new activities which are either directed or self chosen.</p> <p>They make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations. They judge right and wrong on the basis of the consequences of their actions. They show some consideration of the needs and feelings of other people and other living things.</p> | <p>Feeling good about myself Pupils express a preference for working or playing alongside specific partners. Pupils can express through their chosen communication means when they have enjoyed something or think they have done well at something.</p> <p>Being assertive/proud Pupils start to show a willingness to 'give and take' when playing or working alongside peers.</p> <p>Worried/anxious feelings Pupils recognise they are becoming anxious or worried and start to take some independent action to alleviate their fears.</p> <p>Relaxation Pupils start to identify when and how to use individualised relaxation techniques (some adult support).</p> <p>Healthy living Pupils start to make choices between healthy and unhealthy options and can identify young and old.</p> | <p>Role play and rehearsal for given situations.</p> <p>Drugs education - just say 'no', medicines, alcohol, smoking - police and school nurse for input.</p> |



Puzzle 4: Healthy Me - SEN overview P4 to P8

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| <p>P8 - Pupils join in a range of activities in one to one situations and in small or large groups. They choose initiate and follow through new tasks and self selected activities. They understand the need for rule in games and show awareness of how to join in with different situations. They understand agreed codes of behaviour which help groups of people work together and they support each other in behaving appropriately. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.</p> | <p>Feeling good about myself Pupils recognise something they are good at. Pupils are willing to try something new. Being assertive/proud Pupils are given opportunities to identify right and wrong actions in given situations.</p> <p>Worried/anxious feelings Pupils respect others feelings and initiate some supportive action when others are upset or anxious.</p> <p>Relaxation Pupils take some responsibility for using personalised relaxation techniques.</p> <p>Healthy living Pupils can sequence pictures to illustrate changes from young to old. Pupils can give a reason for a healthy choice.</p> <p>Key concepts and questions outlined above are appropriate from P4-8, with differentiation by method of input and outcome</p> | <p>The majority of the Experiences/Activities and Suggested Resources outlined above are appropriate from P4 to P8, with differentiation by method of input and outcome.</p> |
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Healthy Me

Well done!

.....
Please feel proud that you have learnt to:

.....
I am especially pleased that you:

.....
I am proud that I can:

Signed: Date:.....



Healthy Me

Well done!

.....
Please feel proud that you have learnt to:

.....
I am especially pleased that you:

.....
I am proud that I can:

Signed: Date:.....