



Jigsaw Newsletter – Spring Term 2nd Half

Please find below, an overview of what your child will be learning and aiming for in our Jigsaw lessons up to the end of term.

Our next Jigsaw piece is: **Piece 4 ‘Healthy Me’**

Early Years

In Early Years, our Jigsaw lessons will feed into the learning around the Early Learning Goals of Personal, Social and Emotional development and Understanding of the World. This will be recorded in their Learning Journey books. Each week, the Early Years team will be looking to see that the children can do the following:

| | Week One | Week Two | Week Three | Week Four | Week Five |
|-------------|---|---|---|---|--|
| Nursery | I know the names for some parts of my body and am starting to understand that I need to be active to be healthy | I can tell you some of the things I need to do to be healthy | I know what the word ‘healthy’ means and that some foods are healthier than others | I know how to help myself go to sleep and that sleep is good for me | I know what to do if I get lost and how to say NO to strangers |
| Reception | I understand that I need to exercise to keep my body healthy | I understand how moving and resting are good for my body until I achieved my goal | I know which foods are healthy and not so healthy and can make healthy eating choices | I know how to help myself go to sleep and understand why sleep is good for me | I know what a stranger is and how to stay safe if a stranger approaches me |
| Both groups | I can wash my hands and know it is important to do this before I eat and after I go to the toilet | | E- Safety - Pupils will learn what the internet is and what different types of technology is around them. They will get to experience a range of technology and learn how to use it in a safe way. Pupils will develop their knowledge of who can help them online as well as how to behave online. They will also begin to explore the internet to see if they can find information. | | |

Key Stage One and Two

| | |
|--|---|
| By the end of the six weeks, the children should be able understand the following: | |
| Year One | <p>My body is amazing because I have hands that help me do lots of things like draw and wave. If I exercise and eat healthily it helps my body work.</p> <p>When I eat healthy food and have a good night's sleep, I feel happy.</p> |
| Year Two | <p>Healthy food gives my body energy. Some foods like sweets are unhealthy because they have too much sugar.</p> <p>I feel happy when I make healthy choices. If I made unhealthy choices I might feel scared because I would be frightened that I have hurt my body.</p> |
| Year Three | <p>I need to keep myself safe when playing computer games if they allow messaging. If someone messages me that I don't know, I wouldn't enter into a private chat with them. If they kept on pestering me to, I would tell a trusted adult.</p> <p>When I get scared my body tells me because it has feelings that I recognise, like a dry mouth and an upset tummy. I know I am unwell when my body feels differently like when I have a headache or feel sick.</p> |
| Year Four | <p>I can talk through a problem and give a solution: Ella-May is getting peer-pressure from her friends to be unkind to Maxine. Ella-May should be assertive. She can thank her friends for being worried about her but also say that she is going to talk to Maxine about the problem face-to-face.</p> <p>The peer-pressure might be making Ella-May feel even more anxious about the argument than she already is. She is frightened of losing all her friends. They are making her feel she has to be unkind to Maxine to stay friends with them.</p> |
| Each descriptor has two elements, the purple being specific to Personal, Social, Health and Economic education, and the green having a social/emotional focus. | |

To reach the end goals listed above, the children in Year 1, 2, 3 and 4 will work through the following steps each week:

| | Year One | Year Two | Year Three | Year Four |
|------------|---|--|---|--|
| Week One | I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy | I know what I need to keep my body healthy | I understand how exercise affects my body and know why my heart and lungs are such important organs | I recognise how different friendship groups are formed, how I fit into them and the friends I value the most |
| | I feel good about myself when I make healthy choices | I am motivated to make healthy lifestyle choices | I can set myself a fitness challenge | I can identify the feelings I have about my friends and my different friendship groups |
| Week Two | I know how to make healthy lifestyle choices | I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed | I know that the amount of calories, fat and sugar I put into my body will affect my health | I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations |
| | I feel good about myself when I make healthy choices | I can tell you when a feeling is weak and when a feeling is strong | I know what it feels like to make a healthy choice | I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with |
| Week Three | I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly | I understand how medicines work in my body and how important it is to use them safely | I can tell you my knowledge and attitude towards drugs | I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke |
| | I am special so I keep myself safe | I feel positive about caring for my body and keeping it healthy | I can identify how I feel towards drugs | I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others |
| Week Four | I understand that medicines can help me if I feel poorly and I know how to use them safely | I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy | identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services | 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 recognise when I feel poorly | I have a healthy relationship with food and know which foods I enjoy the most | I can express how being anxious or scared feels | I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others |
| Week Five | I know how to keep safe when crossing the road, and about people who can help me to stay safe | I can make some healthy snacks and explain why they are good for my body | I can identify when something feels safe or unsafe | can recognise when people are putting me under pressure and can explain ways to resist this when I want |
| | I can recognise when I feel frightened and know who to ask for help | I can express how it feels to share healthy food with my friends | I can take responsibility for keeping myself and others safe | I can identify feelings of anxiety and fear associated with peer pressure |

| | | | | |
|----------|--|--|--|--|
| Week Six | I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy | I can decide which foods to eat to give my body energy | I understand how complex my body is and how important it is to take care of it | I know myself well enough to have a clear picture of what I believe is right and wrong |
| | I can recognise how being healthy helps me to feel happy | I have a healthy relationship with food and I know which foods are most nutritious for my body | I respect my body and appreciate what it does for me | I can tap into my inner strength and know how to be assertive |

| Year 1 | Year 2 | Year 3 | Year 4 |
|--|--|---|--|
| <p><u>Going Places Safely</u> Pupils will learn that they can go to exciting places online but they need to follow certain rules to remain safe.</p> | <p><u>Staying Safe Online</u> Pupils will learn how to stay safe online and how to avoid sharing personal information and images.</p> | <p><u>Staying Safe Online</u> Pupils will discuss how to stay safe when talking to people online and how to stay respectful.</p> | <p><u>Staying Safe Online</u> Pupils will further their understanding of online bullying and how to get help.</p> |
| <p><u>Keep it Private</u> Pupils will learn that many websites ask for information that is private and discuss how to responsibly handle such requests.</p> | <p><u>Screen out the Mean</u> Pupils will learn how to communicate appropriately online and what friendship means online. Pupils will also explore how to respond to cyberbullying.</p> | <p><u>Online Detectives</u> Pupils will learn how to use advanced internet searching to explore whether the internet can be used to authenticate facts. They will also explore the benefits of using strong passwords.</p> | <p><u>Real or Fake?</u> Pupils will become aware of 'fake news' and learn how to assess what they read. They will learn skills to help them determine if something is real or fake.</p> |
| <p><u>My Online Life</u> Pupils will develop their knowledge of how to behave online and how to recognise online bullying.</p> | <p><u>My Online Life</u> Pupils will develop their knowledge of how to behave online and whether to trust everything that they read.</p> | <p><u>My Online Life</u> Pupils will develop their knowledge of how to create a positive online reputation and how technology can impact on health.</p> | <p><u>My Online Life</u> Pupils will develop their knowledge of whether they can control their online reputation. They will also look at how technology can have a negative impact on people's lives.</p> |

As part of our Healthy Me theme, extra sessions will take place to ensure all of our children have a secure understanding of e-safety.

Teachers use the resources from the NSPCC to supplement the work around safety and healthy relationships taught through Jigsaw to support the children when they are on line.

<https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching>



Each week one child from each year group from Nursery to Year 4 will be recognised to demonstrating particular aspects of our Jigsaw learning:

| This week we are celebrating people who: | | | | | |
|--|-------------------------------------|-----------------------------|---|--|--|
| Week One | Week Two | Week Three | Week Four | Week Five | Week Six |
| Have made a healthy choice | Have eaten a healthy, balanced diet | Have been physically active | Have tried to keep themselves and others safe | Know how to be a good friend and enjoy healthy relationships | Know how to keep calm and deal with difficult situations |

You can help your child by talking through the steps and goals each week to see what they can do at home to show progress and explain what they understand about the steps and goals. Do let your child's Jigsaw lead know what they share with you.

Nursery – Mrs Chisnall

Reception – Mrs Tansley

Year One – Miss Panter

Year Two – Mrs Rozier

Year Three – Mrs Wittich

Year Four – Miss Riches

Links to our school values:

As you can see, there is a strong link to our value of Respect in this Jigsaw piece. We will make sure that we make the links between our Jigsaw lessons and our school day to day embedding of the value.