

## Where is Drugs Education taught in Jigsaw, the mindful approach to PSHE?

Jigsaw builds self-esteem, resilience and aspirations, as well as a positive view towards health and self-respect, all of which underpin drug and alcohol education. These lessons can all be found in the **Healthy Me Puzzle**.

All lessons mentioned here are to be found in the **Healthy Me Puzzle**.

Year	Piece	Learning outcomes	Content	Safeguarding
F 1/2	6.F1 Stranger danger	I understand ways that I can keep myself safe and know when there are risks to me, and ways to avoid them.	<b>Interest me</b> In small groups, watch Red Riding Hood on CBeebies or similar. Should RRH have talked to the wolf? He was a stranger. Should she have talked to him? <b>Help me learn</b> Read 'Never Talk to Strangers'. Talk through scenarios; if possible, act it out with another member of staff. First go with the stranger and the children to suggest ways that they could keep safe and what they need to do. <b>Let's think</b> Plan things you can do and say if you are ever approached by a stranger. Things to remember - grown-ups who need help would ALWAYS ask another grown-up for help, so if they are asking you for help, say NO and DON'T GO.	Physical abuse Sexual abuse Personal safety
	6.F2 Stranger danger	I understand ways that I can keep myself safe and know when there are risks to me, and ways to avoid them.	<b>Interest me</b> Read Red Riding Hood on DLTK website. Did RRH know the wolf? He was a stranger. Should she have talked to him? <b>Help me learn</b> Read 'Not everyone is nice. Class discussion: what does a stranger look like? What should you do if you get lost? How can you get help, who do you go to? <b>Let's think</b> Class discussion, plan things you can do and say if you are ever approached by a stranger.	Physical abuse Sexual abuse Personal safety
1	3 Clean and healthy	I know that all household products including medicines can be harmful if not used properly.	<b>Connect us</b> Song 'This is the way we...' <b>Open my mind</b> Circle time, personal hygiene discussion. <b>Tell me/show me</b> Class discussion where to store kitchen/bathroom/cleaning items safely. <b>Let me learn</b> Group sorting activity with household items sheets. <b>Help me reflect</b> Individual activity, why I need to keep myself safe and clean.	Substance misuse

	4 Medicine Safety	I understand that medicines can help me if I feel poorly and I know how to use them safely.	<p><b>Open my mind</b> Group work, role play what happens when we feel poorly. Class discussion about what happens when we are ill.</p> <p><b>Tell me /show me</b> Story stimulus, 'Six Dinner Sid'. Class discussion, dangers of taking too much medicine.</p> <p><b>Let me learn</b> Group sorting activity, use picture cards.</p> <p><b>Help me reflect</b> Individual draw and write activity, 'When I feel poorly/what makes me feel better.'</p>	Substance misuse Neglect
2	1 Being healthy	I know what I need to keep my body healthy.	<p><b>Connect us</b> Musical statues.</p> <p><b>Open my mind</b> Sing 'Keep fit, keep healthy'. Class discussion – ask children to identify the different ways they can keep their bodies healthy.</p> <p><b>Tell me /show me</b> Video clip about why some people find it hard to keep healthy/motivation</p> <p><b>Let me learn</b> Small group work: make suggestions for keeping Jigsaw Jo healthy.</p> <p><b>Help me reflect</b> Write a slogan or motto to help them to keep motivated.</p>	Neglect

	2 Being relaxed	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.	<p><b>Connect us</b> Whole class activity, demonstrate what relaxed feels like.</p> <p><b>Open my mind</b> Class discussion, why is relaxing good for our bodies: how can we relax when we are feeling stressed.</p> <p><b>Tell me/show me</b> How relaxed are the people in the slides?</p> <p><b>Let me learn</b> Rank the video clips and find words to describe how the people are feeling.</p> <p><b>Help me reflect</b> Describe how they feel when they are relaxed.</p>	Neglect Emotional abuse
	3 Medicine Safety	<p>I understand how medicines work in the body and how important it is to use them safely.</p> <p>I feel positive about caring for my body and keeping it healthy.</p>	<p><b>Connect us</b> Class activity, 'I went to the shops' round.</p> <p><b>Open my mind</b> Read 'Poor Monty' and class discussion.</p> <p><b>Tell me/show me</b> Small group activity, list all the medicines you know. Whole class activity to classify drugs.</p> <p><b>Let me learn</b> Small group activity, continue classifying medicines and why they are used and how they are correctly used in the body.</p> <p><b>Help me reflect</b> Individual activity, how I keep my body healthy.</p>	Substance misuse
3	3 What do I know about drugs?	<p>I can tell you my knowledge about attitude towards drugs.</p> <p>I can identify how I feel towards drugs.</p>	<p><b>Connect us</b> Whole class activity, play hula hoop.</p> <p><b>Open my mind</b> Jugs and Herrings. Pupil needs assessment on how they understand the term 'drugs'. Draw and write activity.</p> <p><b>Tell me/show me</b> Class discussion/PowerPoint identifying what is a drug.</p> <p><b>Let me learn</b> Paired activity, how do they feel about drugs/feelings words.</p> <p><b>Help me reflect</b> Draw a drug and describe what they think about drugs.</p>	Substance misuse
	4 Being safe	<p>I identify things, people and places that I need to keep safe from and can tell you some strategies for.</p> <p>I can express how being anxious or scared feels.</p>	<p><b>Connect us</b> Play Jaws theme and express their thoughts in body language.</p> <p><b>Open my mind</b> Paired discussion: what do they have to keep themselves safe from? Class discussion: why do these things make them feel unsafe?</p> <p><b>Tell me/show me</b> Small group activity: how could Jigsaw Jino keep safe in different situations?</p> <p><b>Let me learn</b> Happy, Healthy Recipe book: paired activity writing pages of whole school recipe book.</p> <p><b>Help me reflect</b> How they can keep themselves safe when they feel scared or anxious.</p>	Neglect Physical abuse Sexual abuse
	5 Be safe at home	I understand that, like medicines, some household substances can be harmful if not used correctly.	<p><b>Connect us</b> Circle, Keeping Jigsaw Jino healthy.</p> <p><b>Open my mind</b> Class discussion on safe/harmful medicines and household substances and storing them safely.</p> <p><b>Tell me/show me</b> Safe and unsafe hazards in the home: PowerPoint slides of hazard symbol identification.</p>	Substance misuse

		I can take responsibility for keeping myself and others safe at home.	<b>Let me learn</b> Group activity, sorting activity the storage of household items. <b>Help me reflect</b> Reflection on learning, writing a slogan or drawing a picture of them being safe around harmful substances.	
4	1 My friends and me	I can recognise how different friendship groups are formed, how I fit into them and the friends I value most.  I can recognise when other people's actions make me feel embarrassed, hurt or inadequate and to help myself manage these emotions.	<b>Connect us</b> Play Healthy Names. <b>Open my mind</b> Paired activity discussion about their friends and friendships in general. <b>Tell me/show me</b> Class discussion different types of friendships. Complete concentric circles activity sheet, identifying different types of friends. <b>Let me learn</b> Class activity: discussion about when friends make you feel embarrassed, hurt or ashamed, and how to respond. Role-play different stories and different outcomes. <b>Help me reflect</b> Describe a way they handled uncomfortable feelings in difficult situations.	Emotional abuse Bullying
	3 Smoking	I understand the facts about smoking and its effects on health and also some of the reasons 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.	<b>Connect us</b> Healthy/unhealthy word name game. <b>Open my mind</b> Needs assessment, smoking fact grid. <b>Tell me / show me</b> Class discussion, why do people smoke? Role-play different scenarios to be considered by the groups and performed. <b>Let me learn</b> Assessment activity: smoking facts grid 2. <b>Help me reflect</b> Reflect on their smoking scenario.	Substance misuse
	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 relate to feelings of shame and guilt and how to act assertively to resist pressure from myself and others.	<b>Connect us</b> Keep fit, keep healthy song. <b>Open my mind</b> True/false PowerPoint alcohol fact quiz. Class discussion, how does alcohol change people's behaviour/why do people drink alcohol? <b>Tell me/show me</b> PowerPoint, alcohol and the effects on the liver. <b>Let me learn</b> Class discussion, writing a new verse for Keep Fit, Keep Healthy song about alcohol and caring for the liver. Perform new verses. <b>Help me reflect</b> Reflect on verses of the song and their favourite messages.	Substance misuse

	5 Healthy friendships	<p>I recognise when people are putting me under pressure and to explain ways to resist this when I want.</p> <p>I identify feelings of anxiety and fear associated with peer pressure.</p>	<p><b>Connect us</b> Sing Keep Fit, Keep Healthy song.</p> <p><b>Open my mind</b> Class activity using Aidan's story, friendship dilemma. Complete mind map for solutions for Aidan's story.</p> <p><b>Tell me/show me</b> Happy, Healthy Recipe Book. Class to contribute pages for Friendship pages. Whole class discussion.</p> <p><b>Let me learn</b> Class activity, create contributions to the recipe book.</p> <p><b>Help me reflect</b> Reflect on how they can make sure their friendships are as healthy as possible.</p>	Bullying
	6 Celebrating my inner strengths 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>	<p><b>Connect us</b> Sing Keep Fit, Keep Healthy song.</p> <p><b>Open my mind</b> Individual work reflecting on belief and morals.</p> <p><b>Tell me/show me</b> Class discussion changing beliefs/morals. Aidan's story 5/10 years on. Small group activity, research the word assertive.</p> <p><b>Let me learn</b> Small group activity, create a learning item for learning about assertiveness and instructions for its use. Present their findings.</p> <p><b>Help me reflect</b> Write a piece of advice to themselves about being assertive.</p>	Emotional abuse Bullying
5	1 Smoking	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.</p>	<p><b>Open my mind</b> Group activity, smoking quiz.</p> <p><b>Tell me/show me</b> Group activity, how does smoking affect my body? Use PowerPoint slide 'Tobacco Industry's Poster Child' to stimulate discussion.</p> <p><b>Let me learn</b> Group activity to demonstrate the 'effects of smoking on the body' (can use different active learning styles to present findings to the class), discuss whether they would/wouldn't start smoking.</p> <p><b>Help me reflect</b> Individual writing, how they feel about smoking now they know some facts.</p>	Substance misuse

	<p>2 Alcohol</p>	<p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</p>	<p><b>Open my mind</b> Paired activity using the Alcohol Grid, to draw and write 'What do you already know about alcohol?' Pairs join up with each other to share different facts, until the grid is completed.</p> <p><b>Tell me/show me</b> Class activity Madison's story and Ben's story (BBC Learning Clips). Compare stories and discussion on anti-social behaviour and how alcohol can change behaviour.</p> <p><b>Let me learn</b> Revise facts on Alcohol Grid. Discuss what they'd say if someone offered them alcohol.</p> <p><b>Help me reflect</b> Individual activity, to my future self, 'Why am I considering drinking alcohol?'</p>	<p>Substance misuse</p>
--	----------------------	--	---	-------------------------

	3 Emergency Aid	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.  I know how to keep myself calm in emergencies.	<b>Connect us</b> Paired activity, reactions to situations (calm vs frenzied). <b>Open my mind</b> Class discussion to reflect on Connect us activity, decision making when calm. Frenzied, how to keep calm in an emergency, different emergency situations, how to use the emergency services. <b>Tell me/show me</b> Class activity watching recovery position clip on the St John Ambulance website. Paired activity practicing the recovery position. <b>Let me learn</b> Individual draw and write activity using story board and emergency situation cards. <b>Help me reflect</b> Individual activity to think about how staying calm helps in an emergency situation.	Personal safety
6	2 Drugs	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.  I am motivated to find ways to be happy and cope with life's situations without using drugs.	<b>Connect us</b> Sing 'Keep fit, keep healthy' and discuss key messages. <b>Open my mind</b> Class discussion – avoiding things we know to be harmful. Definition of a drug, make class list of drugs they know and their effects. Classifying drugs. <b>Tell me/show me</b> Using PowerPoint, classify drugs restricted/unrestricted/illegal/prescribed. <b>Let me learn</b> Discussion, why do people take drugs/alternatives to drugs? <b>Help me reflect</b> Make a list of five things they can do when they don't feel well.	Substance misuse
	3 Alcohol	I can evaluate when alcohol is being used responsibly, anti-socially or being misused.  I can tell you I feel about using alcohol when I am older and my reasons for this.	<b>Connect us</b> Play 'I sit in the woods'. <b>Open my mind</b> Class activity, role-play different types of drinking responsible/antisocial/misuse. Perform the scenes. <b>Tell me/show me</b> Video clip of Liam's Dad. Class discussion, 'What type of drinker is Liam's dad? Why some people don't drink alcohol.' Mind map: why people use alcohol. <b>Let me learn</b> Group activity, mind map the different reasons why people drink alcohol and present to class. <b>Help me reflect</b> Write or draw young people celebrating without using alcohol.	Substance misuse
	4 Emergency Aid	I know and can put into practice basic emergency aid procedures (e.g. recovery position) and know how to get help in emergency situations.	<b>Connect us</b> Play Chinese Whispers. <b>Open my mind</b> PowerPoint: types of emergency. Group activity, 3-point plan of support for each emergency. <b>Tell me/show me</b> Video clip, recovery position and group activity. Video clip CPR. How to respond in an emergency?	Personal safety

	I know how to keep myself safe and avoid emergencies and also how to deal with emergencies if they happen.	<p><b>Let me learn</b> Discussion, responding in an emergency situation in a range of different situations and how to keep yourself safe/being aware of dangers. Complete a storyboard to show how you could help and keep yourself safe.</p> <p><b>Help me reflect</b> Draw or write about how they can keep themselves safe from emergency situations and accidents.</p>	
5 Emotional health and mental health	<p>I can understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I know how to help myself feel emotionally healthy and can recognise when I need help with this</p>	<p><b>Connect us</b> Class round, emotions words.</p> <p><b>Open my mind</b> Class discussion how you feel and look on a good/bad day. How can you make yourself feel better?</p> <p><b>Tell me/show me</b> Definition mental/emotional health. Class discussion, unkind responses to mental ill health and why people respond in this way. Video clip of Rhiannon's story and discussion about how she might be feeling.</p> <p><b>Let me learn</b> Complete the emotional well-being template. Identify ways they could help themselves feel better/identify emotions and people who could help them.</p> <p><b>Help me reflect</b> Write about someone who they can ask for help if they feel they would like some help with an emotion or a problem.</p>	Substance misuse
6 Healthy Me	<p>I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse.</p> <p>I can use different strategies to manage stress and pressure.</p>	<p><b>Connect us</b> Play Hula Hoop.</p> <p><b>Open my mind</b> Discussion: what makes children stressed and what is the trigger for their stress. Using Play Doh, model something that makes them stressed. In pairs, use the Play Doh to remodel and show how to make the situation better and feel less stressed.</p> <p><b>Tell me/show me</b> Class discussion about stress and pressure in our lives, how adults cope with pressure, including drinking/smoking/drug-taking, and how some ways of coping are better than others.</p> <p><b>Let me learn</b> Class discussion: different ways of coping with stress and pressure. In Happy, Healthy Recipe Book, write about positive ways of coping. Mental and physical strategies to help different types of people. Use cube template to illustrate ideas.</p> <p><b>Help me reflect</b> Write how they could use some of the suggested strategies for coping with stress and pressure.</p>	Substance misuse

Jigsaw PSHE appreciates the time and expertise of the Local Authority Adviser, Sarah Godsell, who compiled this grid