

## Jigsaw the Mindful Approach to PSHE

### Curriculum Content and Progression of Knowledge and Skills for Puzzle 4: Healthy Me

Year Group	Lesson	Knowledge	Skills
R	Piece 1 <b>Everybody's Body</b>	To understand that they need to exercise to keep their bodies healthy.	To practice some exercises.
R	Piece 2 <b>WE Like to Move it Move it!</b>	To understand how moving and resting are good for my body.	To practice movement and resting.
R	Piece 3 <b>Food, Glorious Food</b>	To know which foods are healthy and not so healthy.	To make healthy eating choices.
R	Piece 4 <b>Sweet Dreams</b>	To understand why sleep is good for me.	To know how to help myself go to sleep.
R	Piece 5 <b>Keeping Clean</b>	To understand why they need to thoroughly wash their hands before they eat and after they go to the toilet.	To practice thorough hand washing techniques.
R	Piece 6 <b>Stranger Danger</b>	To understand what a stranger is.	To know how to stay safe if a stranger approaches them.

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1	Piece 1 <b>Being Healthy</b>	To understand the difference between being healthy and unhealthy.  To know some ways to keep themselves healthy	To feel good about themselves when they make healthy Choices.
1	Piece 2 <b>Healthy Choices</b>	To Know how to make healthy lifestyle choices.	To feel good about themselves when they make healthy choices.
1	Piece 3 <b>Clean and Healthy</b>	To understand how to keep myself clean and healthy and understand how germs cause disease/illness.  To know that all household products including medicines can be harmful if not used properly.	To keep themselves clean and healthy and protect themselves from germs.  To use household products and medicines according to their instructions and with appropriate supervision.
1	Piece 4 <b>Medicine Safety</b>	To understand that medicines can help them if they feel poorly.	To know how to use medicines safely.
1	Piece 5 <b>Road Safety</b>	To know how to keep safe when crossing the road.  To know about people who can help them to stay safe.	To recognise how to 'Find a safe place/Stop/Look/Listen'.  To know how to ask for help.
1	Piece 6 <b>Happy Healthy Me!</b>	To know why they think their bodies are amazing and identify some ways to keep it safe and healthy.	To recognise how being healthy helps them to feel happy.

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2	Piece 1 <b>Being Healthy</b>	To know what they need to keep their bodies healthy.	To get motivated to make healthy lifestyle choices.
2	Piece 2 <b>Being Relaxed</b>	To understand what being relaxed or being stressed means for them.	To know some things/strategies that make them feel relaxed.  To know some triggers that make them feel stressed.
2	Piece 3 <b>Medicine Safety</b>	To understand how medicines work in their body and how important it is to use them safely.	To use medicines safely.
2	Piece 4 <b>Healthy Eating</b>	To know which foods their bodies need every day to keep them healthy.	To sort food into the correct food groups.  To develop a healthy relationship with food and know which foods they enjoy the most.
2	Piece 5 <b>Healthy Eating</b>	To know that they can make and choose to eat healthy snacks.	To make some healthy snacks and explain why they are good for their bodies.
2	Piece 6 <b>Happy Healthy Me!</b>	To know which foods they can eat to give themselves energy.  To know which foods they eat will provide the best nutrition for their bodies.	To develop a healthy relationship with food and make healthy decisions about the food they eat.

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3	Piece 1 <b>Being Fit and Healthy</b>	To understand how exercise affects their bodies and know why their hearts and lungs are such important organs.	To set themselves a fitness challenge.
3	Piece 2 <b>Being Fit and Healthy</b>	To know that the number of calories, fat and sugar they put into their bodies will affect their health.	To know how it feels to make healthy choices.
3	Piece 3 <b>What Do I Know About Drugs?</b>	To understand what they know about drugs and what their attitude is towards drugs.	To identify how they feel about drugs.
3	Piece 4 <b>Being Safe Keeping Safe</b>	To know which things, people and places they need to keep safe from.	To describe some strategies they could use to keep themselves safe including knowing who to go to for help.
3	Piece 5 <b>Safe or Unsafe</b>	To identify when something feels safe or unsafe.	To take responsibility for keeping themselves and others safe.
3	Piece 6 <b>My Amazing Body</b>	To understand how complex their body is and how important it is to take care of it.	To respect their bodies and appreciate what it does for them.

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4	Piece 1 <b>My Friends and Me</b>	To know how their friendship groups are formed and how they fit into their friendship groups and which friends they value the most.	To identify the feelings, they have about their friends and their different friendship groups.
4	Piece 2 <b>Group Dynamics</b>	To understand that there are people who take on the roles of leaders or followers in a group.  To know the role, they take on in different situations.	To be aware of how different people and groups have an impact on them.  To recognise the people, they most want to be friends with.
4	Piece 3 <b>Smoking</b>	To understand the facts about smoking and its effects on health.  To understand why some people, start to smoke.	To recognise negative feelings in peer pressure situations (e.g. embarrassment, shame, inadequacy and guilt.)  To know how to act assertively to resist pressure from themselves and others.
4	Piece 4 <b>Alcohol</b>	To understand the facts about alcohol and the effects on health, particularly the liver and also some of the reasons some people drink alcohol	To recognise negative feelings in peer pressure situations (e.g. embarrassment, shame, inadequacy and guilt.)  To know how to act assertively to resist pressure from themselves and others.
4	Piece 5 <b>Healthy Friendships</b>	To recognise when people are putting them under pressure and can explain ways to resist this when they want.	To identify feelings of anxiety and fear associated with peer pressure.
4	Piece 6 <b>Celebrating My Inner Strength and Assertiveness</b>	To know themselves well enough to have a clear picture of what they believe is right and wrong.	To tap into their inner strength and know how to be assertive.

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5	Piece 1 <b>Smoking</b>	To know the health risks of smoking and how tobacco affects the lungs, liver and heart.	To make informed decisions about whether or not to choose to smoke and to know how to resist pressure.
5	Piece 2 <b>Alcohol</b>	To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.	To make informed decisions about whether or not to drink alcohol and know how to resist pressure.
5	Piece 3 <b>Emergency Aid</b>	To know and put into practice basic emergency aid procedures (including the recovery position) and know how to get help in emergency situations.	To know how to keep calm in an emergency and get help.
5	Piece 4 <b>Body Image</b>	To understand how the media, social media and celebrity culture promotes certain body types.	To reflect on their own body image and know how important it is that this is positive and that they accept and respect themselves for who they are.
5	Piece 5 <b>My Relationship with food</b> <b>Healthy Body Image</b>	To understand that people can develop eating problems (disorders) relating to body image pressures.	To describe the different roles food can play in peoples' lives.  To learn to respect and value their bodies.
5	Piece 6 <b>Healthy Me</b>	To know what makes a healthy life style including healthy eating and the choices they need to make to be healthy and happy.	To be motivated to keep themselves healthy and happy.

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6	Piece 1 <b>Taking Responsibility for my health &amp; well-being</b>	To understand that they are responsible for their health and choices, that benefit their health and well-being.	To be motivated to care for their physical and emotional health.
6	Piece 2 <b>Drugs</b>	To know about the different types of drugs and their uses and their effects on the body particularly the liver and heart.	To be motivated to find ways to be happy and cope with life's situations without using drugs.
6	Piece 3 <b>Exploitation</b>	To understand that some people can be exploited and made to do things that are against the law.	To suggest ways that someone who is being exploited can help themselves.
6	Piece 4 <b>Gangs</b>	To know why some people, join gangs and the risks involved.	To suggest strategies someone could use to avoid being pressurised.
6	Piece 5 <b>Emotional &amp; Mental Health</b>	To understand what it means to be emotionally well. To explore people's attitudes towards mental health/illness.	To know to help themselves to feel emotionally healthy and to recognise when they need help with this.
6	Piece 6 <b>Managing Stress &amp; Pressure</b>	To recognise stress and the triggers that cause this. To understand how stress can cause drug and alcohol misuse.	To use different strategies to manage stress and pressure.