

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 Everybody's Body	To understand that they need to exercise to keep their bodies healthy.	To practice some exercises.
R	Piece 2 We Like to Move it Move it!	To understand how moving and resting are good for my body.	To practice movement and resting.
R	Piece 3 Food, Glorious Food	To know which foods are healthy and not so healthy.	To make healthy eating choices.
R	Piece 4 Sweet Dreams	To understand why sleep is good for me.	To know how to help myself go to sleep.
R	Piece 5 Keeping Clean	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 Stranger Danger	To understand what a stranger is.	To know who my safe adults are. To know how to stay safe if a stranger approaches them.

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1 -Enhanced: dental health and playing outdoors	Piece 1 Being Healthy	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 -Enhanced: intro to sun safety and dental health	Piece 2 Healthy Choices	To Know how to make healthy lifestyle choices.	To feel good about themselves when they make healthy choices.
1 -Enhanced: personal hygiene, bacteria viruses and dental health	Piece 3 Clean and Healthy	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 -Enhanced: bacteria and viruses, and self-care	Piece 4 Medicine Safety	To understand that medicines can help them if they feel poorly. To know how to use medicines safely.	To know some ways of helping myself when I am poorly. To follow instructions to use medicines safely.
1	Piece 5 Road Safety	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 when they feel frightened.
1	Piece 6 Happy Healthy Me!	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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Year Group	Lesson	Knowledge	Skills
2	Piece 1 Healthy Eating	To sort food into their food groups. To know what food they need to keep their bodies healthy.	To have a healthy relationship with food and know which foods I enjoy the most.
2	Piece 2 Healthy Eating	To identify why a healthy snack is good for their bodies and gives them energy. To know that hand washing keeps germs at bay.	To make some healthy snacks. To practice good hand hygiene.
2 New lesson focus on: Kitchen safety	Piece 3 Keeping safe at home	To recognise hazards in my home, including fire risks and hot things. The know the Jigsaw Safety STAR (Stop, Think, Assess, React).	To know how to reduce risks and keep myself safe. To recognise when they feel worried or unsafe and know to tell an adult straight away.
2 New lesson Focus on: Road, rail and water safety	Piece 4 Safe Outside	To recognise risks and know how to keep safe around roads, railways, and water. The know the Jigsaw Safety STAR (Stop, Think, Assess, React).	To explain why safety rules help protect me. To recognise some of the feelings they get when something feels unsafe. To know some ways to manage these to make a safer choice.
2	Piece 5 Medicine Safety	To understand how medicines, work in their body and how important it is to use them safely.	To use medicines safely. To feel positive about caring for their body and keeping it healthy.
2 -Enhanced: Mindfulness refection	Piece 6 Happy Healthy Me!	To explain how to keep their bodies healthy and safe at home and when I'm out.	To make good choices that help them stay healthy and safe.

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3 -Enhanced: Small changes around wording for balanced in preparation for introducing content in Age 9-10 yrs on impact of obesity	Piece 1 Being Fit and Healthy	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 -Added: reflections on spotting early signs of illness and on building a positive relationship with food -more detail of weights of foods to 'How Much Sugar?' resource	Piece 2 Being Fit and Healthy	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 What Do I Know About Drugs?	To understand what they know about drugs and what their attitude is towards drugs. To know who to talk to if they're worried or have questions.	To identify how they feel about drugs.
3 -Added the Jigsaw Safety Star to help scaffold learning	Piece 4 Being Safe Keeping Safe	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. To know who to go to for help and how to call emergency services.
3 Added Water Safety : Water Safety Code	Piece 5 Safe or Unsafe	To identify when something feels safe or unsafe.	To take responsibility for keeping themselves and others safe. To use Safety Star to identify unsafe situations.

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3	Piece 6 My Amazing Body	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 My Friends and Me	To know how their friendship groups are formed and how they fit into their friendship groups and which friends they value the most. To know that everyone feels lonely at times. To know how different friendships involve different levels of trust and connection, from closest friends and family to acquaintances.	To identify the feelings, they have about their friends and their different friendship groups. To know who to talk to when they feel lonely.
4	Piece 2 NEW lesson Staying safe with friends	To understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour. To know how to reduce risks and ask for help.	To recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices. To know how to manage these feelings to keep myself safe.
4 -Enhanced: who to go to for help - added new scenario related to stress and vaping	Piece 3 Smoking and Vaping	To understand the facts about smoking and vaping and its effects on health. To understand why some people, start to smoke or vape.	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 Enhanced with: emotional and physical feelings related to peer influence and pressure	Piece 4 Alcohol	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 -Aiden's replaced with Sam's story with younger children, and relating to alcohol, peer influence and railway safety.	Piece 5 Healthy Friendships CHANGES (Includes reference to railway safety)	To recognise when people are putting them under pressure. To explain ways to resist this when they want.	To identify feelings of anxiety and fear associated with peer pressure.

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4 Extended: to include minimum age for social media -concerns about getting into trouble -where to go for help and support, including if lonely	Piece 6 Celebrating My Inner Strength and Assertiveness -Adapted to continue new story started in Piece 5	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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Year Group	Lesson	Knowledge	Skills
5 New: Nicotine pouches -Consideration of early signs of illness - Resource Sheet for Let Me Learn to support reflection on influences	Piece 1 Smoking (including vaping and nicotine pouches)	To know the health risks of smoking and vaping. To know how tobacco and nicotine affects the lungs, liver and heart.	To make informed decisions about whether or not to choose to smoke or vape. To know how to resist pressure.
5	Piece 2 Alcohol	To know some of the risks with misusing alcohol, including anti-social behaviour. To know how it affects the liver and heart.	To make informed decisions about whether or not to drink alcohol. To know how to resist pressure.
5 -Strengthened: reflections on how feelings in time of emergency and how to apply skills when feeling under pressure	Piece 3 Emergency Aid	To know and put into practice basic emergency aid procedures (including the recovery position). To know how to get help in emergency situations.	To know how to keep calm in an emergency and get help. To use Safety Star to make an informed decision rather than being taken over by emotional responses.
5 -further reflection on minimum age for use of social media	Piece 4 Body Image	To understand how the media, social media and celebrity culture promote certain body types.	To reflect on their own body image and know how important it is that this is positive. To accept and respect themselves for who they are.
5 -Added more: balanced diet - sources of support reliability of information sources -why less healthy foods advertised and impact on informed choices	Piece 5 My Relationship with food Healthy Body Image	To describe the different attitudes that different people have to food and how these can be affected by external influences.	To describe the different external influences that can affect food choices. To learn to respect and value their bodies.

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5	Piece 6 Healthy Me	To know what makes a healthy lifestyle 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 -Enhanced content to reflect: spotting early signs of illness, personal hygiene, sun protection viruses and vaccinations	Piece 1 Taking Responsibility for my health & well-being	To understand that they are responsible for their health and choices, that benefit their health and wellbeing.	To be motivated to care for their physical and emotional health.
6 -Added:Jigsaw Safety Star to help decide on how to stay safe and whether to get further help	Piece 2 Drugs	To know about the different types of drugs and their uses. To know 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 Exploitation	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 Gangs	To know why some people, join gangs and the risks involved.	To suggest strategies someone could use to avoid being pressurised.
6 -Enhanced to: link to spotting early signs of poor mental health -add further content on who to talk to -link more explicitly to feelings of being lonely	Piece 5 Emotional & Mental Health	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. To recognise when they need help with this.
6 -Enhanced content to: normalise asking for help from others, -making clear that Adults c also need help sometimes	Piece 6 Managing Stress & Pressure	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.