



## Jigsaw knowledge and skills progression: Healthy Me Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Healthy Me Puzzle (unit of work) including the key vocabulary introduced and suggestions for Family Learning. Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some content and vocabulary may have been changed or be taught in a different year group.

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>• Know the names for some parts of their body</li> <li>• Know what the word 'healthy' means</li> <li>• Know some things that they need to do to keep healthy</li> <li>• Know that they need to exercise to keep healthy</li> <li>• Know how to help themselves go to sleep and that sleep is good for them</li> <li>• Know when and how to wash their hands properly</li> <li>• Know what to do if they get lost</li> <li>• Know how to say No to strangers</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how exercise makes them feel</li> <li>• Recognise how different foods can make them feel</li> <li>• Can explain what they need to do to stay healthy</li> <li>• Can give examples of healthy food</li> <li>• Can explain how they might feel if they don't get enough sleep</li> <li>• Can explain what to do if a stranger approaches them</li> </ul>	<ul style="list-style-type: none"> <li>• Can you tell me which parts of the body you know the names for</li> <li>• What do we need to do to be healthy?</li> <li>• What food do we eat that is healthy?</li> <li>• What can you do to help yourself get to sleep?</li> <li>• What would you do if a stranger approached you? (discuss a few different locations, park, shop etc)</li> <li>• How does Jigsaw Jenie help you at school?</li> <li>• Shall we share a Calm Me time</li> </ul>
	<p>In this Puzzle children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don't know.</p>		
	<p><b>New key vocabulary that may be introduced:</b>            Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Heart, Active, Wash, Clean, Safe adult, Scared, Trust.</p>		
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<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Know the difference between being healthy and unhealthy</li> <li>Know some ways to keep healthy</li> <li>Know how to make healthy lifestyle choices</li> <li>Know how to keep themselves clean and healthy</li> <li>Know that germs cause disease / illness</li> <li>Know that all household products, including medicines, can be harmful if not used properly</li> <li>Know that medicines can help them if they feel poorly</li> <li>Know how to keep safe when crossing the road</li> <li>Know about people who can keep them safe</li> </ul>	<ul style="list-style-type: none"> <li>Feel good about themselves when they make healthy choices</li> <li>Realise that they are special</li> <li>Keep themselves safe</li> <li>Recognise ways to look after themselves if they feel poorly</li> <li>Recognise when they feel frightened and know how to ask for help</li> <li>Recognise how being healthy helps them to feel happy</li> </ul>	<ul style="list-style-type: none"> <li>Can you give me an example of a healthy / unhealthy choice?</li> <li>How do you feel when you make a healthy choice?</li> <li>Can you tell me something that is special about you?</li> <li>Can I tell you something I think is special about you?</li> <li>What can you do when you feel poorly?</li> <li>Can you talk about a time when you felt frightened?</li> <li>Who can you ask for help when you feel frightened?</li> <li>How does Jigsaw Jerrie Cat help you to pause in lessons?</li> </ul>
	In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.		
	<b>New key vocabulary that may be introduced:</b> Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.		
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<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy</li> <li>• Know what relaxed means</li> <li>• Know what makes them feel relaxed / stressed</li> <li>• Know how medicines work in their bodies</li> <li>• Know that it is important to use medicines safely</li> <li>• Know how to make some healthy snacks</li> <li>• Know why healthy snacks are good for their bodies</li> <li>• Know which foods given their bodies energy</li> </ul>	<ul style="list-style-type: none"> <li>• Desire to make healthy lifestyle choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Express how it feels to share healthy food with their friends</li> </ul>	<ul style="list-style-type: none"> <li>• What does your body need to stay healthy?</li> <li>• What does relaxed mean?</li> <li>• What makes you feel relaxed / stressed?</li> <li>• What types of medicine have I given you? What are they for?</li> <li>• What healthy snack shall we make and eat together?</li> <li>• What snacks could you eat before exercise?</li> <li>• How can Calm Me time help you stay healthy?</li> </ul>
	In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.		
	<b>New key vocabulary that may be introduced:</b> Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Dangerous, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.		
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HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>• Know how exercise affects their bodies</li> <li>• Know why their hearts and lungs are such important organs</li> <li>• Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>• Know that there are different types of drugs</li> <li>• Know that there are things, places and people that can be dangerous</li> <li>• Know a range of strategies to keep themselves safe</li> <li>• Know when something feels safe or unsafe</li> <li>• Know that their bodies are complex and need taking care of</li> </ul>	<ul style="list-style-type: none"> <li>• Able to set themselves a fitness challenge</li> <li>• Recognise what it feels like to make a healthy choice</li> <li>• Identify how they feel about drugs</li> <li>• Can express how being anxious or scared feels</li> <li>• Can take responsibility for keeping themselves and others safe</li> <li>• Respect their own bodies and appreciate what they do</li> </ul>	<ul style="list-style-type: none"> <li>• How does exercise affect your body?</li> <li>• What do your heart and lungs do?</li> <li>• What drugs do you know about? How do you feel about drugs?</li> <li>• Tell me about some things / places / people that you think might be dangerous. How can you keep yourself safe from these?</li> <li>• Can you tell me about a time when you felt unsafe?</li> <li>• Can we talk about how we keep each other safe in our family?</li> <li>• Can we share a Calm me time to feel peaceful together?</li> <li>• Shall we try an exercise session together?</li> </ul>
	<p>In this Puzzle the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p>		
	<p><b>New key vocabulary that may be introduced:</b>  Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Complex, Appreciate, Choice, Emergency Services, Ambulance, Fire engine, Police Car, Coastguard.</p>		
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<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Know how different friendship groups are formed and how they fit into them</li> <li>Know which friends they value most</li> <li>Know that there are leaders and followers in groups</li> <li>Know that they can take on different roles according to the situation</li> <li>Know the facts about smoking and vaping and its effects on health</li> <li>Know some of the reasons some people start to smoke</li> <li>Know the facts about alcohol and its effects on health, particularly the liver</li> <li>Know some of the reasons some people drink alcohol</li> <li>Know ways to resist when people are putting pressure on them</li> <li>Know what they think is right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>Can identify the feelings that they have about their friends and different friendship groups</li> <li>Recognise how different people and groups they interact with impact on them</li> <li>Identify which people they most want to be friends with</li> <li>Recognise negative feelings in peer pressure situations</li> <li>Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>Can tap into their inner strength and know-how to be assertive</li> </ul>	<ul style="list-style-type: none"> <li>Who are your friends? How do they make you feel?</li> <li>Which groups do you spend time with? How do you feel when you are with the different groups?</li> <li>Can you tell me about a time when you were the leader / follower in the group?</li> <li>How can smoking affect people's health?</li> <li>How can drinking affect people's health?</li> <li>What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do?</li> <li>How can you build your inner strength?</li> <li>Does Calm me time help you feel stronger inside?</li> </ul>
	<p>In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and vaping and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.</p>		
	<p><b>New key vocabulary that may be introduced:</b>            Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Vaping, Pressure, Peers, Guilt, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Opinion.</p>		
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<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>• Know the health risks of smoking and vaping</li> <li>• Know how smoking tobacco affects the lungs, liver and heart</li> <li>• Know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>• Know basic emergency procedures including the recovery position</li> <li>• Know how to get help in emergency situations</li> <li>• Know that the media, social media and celebrity culture promotes certain body types</li> <li>• Know that messages we receive about food come from different places and that these can affect people's attitude to foods.</li> <li>• Know what makes a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Can make informed decisions about whether or not they choose to smoke when they are older</li> <li>• Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>• Recognise strategies for resisting pressure</li> <li>• Can identify ways to keep themselves calm in an emergency</li> <li>• Can reflect on their own body image and know how important it is that this is positive</li> <li>• Accept and respect themselves for who they are</li> <li>• Respect and value their own bodies</li> <li>• Be motivated to keep themselves healthy and happy</li> </ul>	<ul style="list-style-type: none"> <li>• What are the risks of smoking / misusing alcohol?</li> <li>• What emergency procedures have you learnt?</li> <li>• How do you contact the police / ambulance service / fire department?</li> <li>• Why do people have different attitudes to what is and is not healthy food?</li> <li>• Can you tell me about a time when someone tried to make you do something you didn't want to?</li> <li>• What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do?</li> <li>• What do you enjoy about how we try to keep healthy in our family?</li> <li>• Are there ways we could be healthier?</li> <li>• Does Calm Me time help you to stay calm?</li> </ul>
	<p>In this Puzzle the class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about negative body image pressures and the importance of making informed decisions about food and exercise.</p>		
	<p><b>New key vocabulary that may be introduced:</b>            Choices, Healthy behaviour, Less healthy behaviour, Informed decision, Media, Influence, Emergency Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Respect, Debate, Fact, Motivation.</p>		
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<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Know how to take responsibility for their own health</li> <li>Know how to make choices that benefit their own health and well-being</li> <li>Know about different types of drugs and their uses</li> <li>Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>Know that some people can be exploited and made to do things that are against the law</li> <li>Know why some people join gangs and the risk that this can involve</li> <li>Know what it means to be emotionally well</li> <li>Know that stress can be triggered by a range of things</li> <li>Know that being stressed can cause drug and alcohol misuse</li> </ul>	<ul style="list-style-type: none"> <li>Are motivated to care for their own physical and emotional health</li> <li>Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>Identify ways that someone who is being exploited could help themselves</li> <li>Suggest strategies someone could use to avoid being pressured</li> <li>Recognise that people have different attitudes towards mental health / illness</li> <li>Can use different strategies to manage stress and pressure</li> </ul>	<ul style="list-style-type: none"> <li>What can you do to keep yourself physically / mentally well?</li> <li>What types of drugs do you know about?</li> <li>What makes you feel stressed?</li> <li>What helps you when you feel stressed?</li> <li>Can we share a Calm me time together?</li> <li>Does Calm Me time help you stay calm and manage stress?</li> <li>Can you recognise when anyone in our family is stressed?</li> <li>What can you do if someone is putting pressure on you?</li> <li>Does Jigsaw Jerrie Cat factor in your lessons?</li> </ul>
	<p>In this Puzzle the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p>		
	<p><b>New key vocabulary that may be introduced:</b>            Responsibility, Choice, Immunisation, Prevention, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers.</p>		
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<b>Ages 11-12</b>	<ul style="list-style-type: none"> <li>Know health can be affected by emotions</li> <li>Know a range of ways to keep myself well and happy</li> <li>Can recognise when I feel stressed and the triggers associated with this</li> <li>Know about different substances and the effects they have on the body and why some people use them</li> <li>Know about the positive impact of good nutrition on my body and mind</li> <li>Know about the role of vaccinations and can explain differing views on this</li> <li>Know what influences my choices about exercise and sleep</li> <li>Know a range of factors I can use to help me sleep well</li> </ul>	<ul style="list-style-type: none"> <li>Can identify what makes me feel good and know how to enjoy myself in ways that are not damaging to myself and others</li> <li>Understand that the way I think affects the way I feel, and that the way I feel can affect the way I think</li> <li>Appreciate that how I express my feelings can have a significant impact both on other people and on what happens to me</li> <li>Can reflect on how my thoughts and feelings influence my behaviour</li> <li>Believe that I can influence what happens to me and make responsible choices</li> <li>Recognise that decisions about my health depend on my having access to accurate information</li> </ul>	<ul style="list-style-type: none"> <li>What is mindfulness? How is it helpful to you?</li> <li>What do you do to keep you healthy?</li> <li>When do you find it hard to make healthy choices?</li> <li>What does food give your body?</li> <li>Can you think of anything in food that is not useful for it?</li> <li>Which part of your body is do you think happiness comes from?</li> <li>What good strategies can you use to help when you are dealing with difficult emotions e.g. when you are feeling lonely or upset?</li> <li>Will healthy choices always stop you from getting ill?</li> <li>What is the difference between a medicine and an illegal drug?</li> <li>How do you know what medicines are good to take?</li> <li>What can make risky decision making harder?</li> <li>What can you say or do if you feel pressured into doing something you know is not the right thing?</li> <li>How much can you prepare for tricky situations?</li> <li>What happens to you if you don't get enough sleep?</li> <li>What kinds of things help you to get to sleep?</li> <li>What makes you stressed?</li> <li>What happens to your body when you are feeling stressed?</li> <li>What are you doing to make sure your body has the best chance of growing healthily?</li> <li>Do you think it is better to vaccinate against disease or to treat disease?</li> </ul>
<p>In this Puzzle, personal choice in relation to health choices is expanded upon. Students discuss the need for accurate information when making decisions about their health and safety. They learn more about the damaging effects of some substances including cannabis and heroin. They also consider how mental health is linked with physical health and diet, and how this influences behaviour. They learn about a range of strategies to help them manage their emotional wellbeing, especially in relation to pressure, stress and anxiety. Safe use of over-the-counter medication is revisited in more depth and students also learn about vaccinations. A lesson on sleep deprivation allows children to understand how sleep affects both physical and emotional health and how this can influence choice.</p>			
<p><b>New key vocabulary that may be introduced:</b> Positivity, Choice, Strategies, Serotonin, Stress, Homeostasis, Substances, Prevalence, Balance, Energy, Nutrients, Vaccination, Over-the-counter medication, Communicable disease, Sleep disruption, Triggers, Emotions.</p>			
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