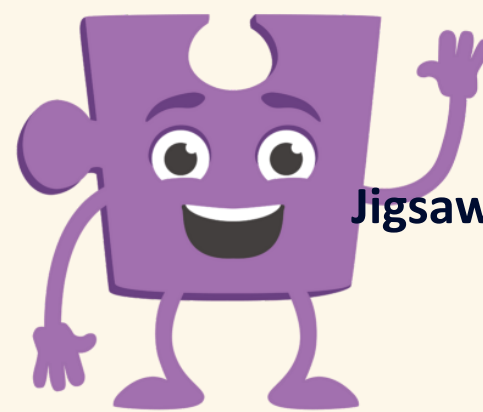
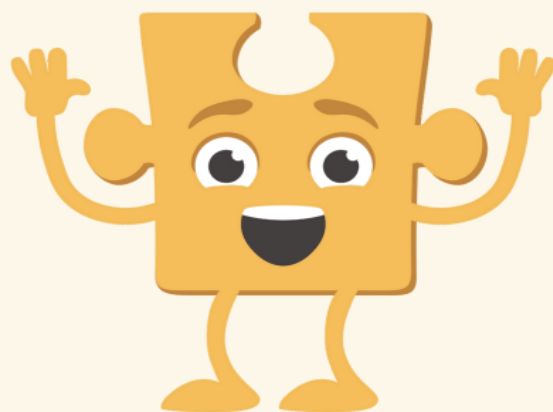




Jigsaw PSHE 3-11

Knowledge and Skills

Progression Map



Jigsaw PSHE 3-11



Skills and Knowledge Progression Map

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 all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the [DfE statutory Relationships and Health Education outcomes 2026](#) have been made in each Puzzle.

INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation. These opportunities for spiritual, moral, social and cultural (SMSC) development and emotional literacy are integral to children's understanding of themselves and others and to increasing their capacity to learn.

IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Every lesson offers opportunities for SMSC development, clearly mapped and balanced across each year group, alongside structured opportunities to practise and enhance the five skills associated with emotional literacy: self-awareness, social skills, empathy, motivation and managing feelings. We encourage schools to adapt the materials to make them suitable to the needs of the children in their class.

IMPACT: This can be established through assessment identified in the key learning. This can include pupil voice, informal assessment, reviewing behaviour records and attendance.

This progression map illustrates how knowledge, skills and vocabulary develop across the programme from Early Years through to Year 6, showing how learning is revisited and extended year on year. The document is fully editable so that schools can adapt it to reflect how they tailor Jigsaw PSHE for their own school community. The evidence sources and enrichment ideas included for each Puzzle are examples rather than an exhaustive list, and schools may wish to add their own, or get in touch with us for further sources of research and data.

Similarly, the statutory RSHE links provided for each Puzzle indicate the strongest connections but do not represent a complete mapping. For the full mapping of Jigsaw PSHE to each of the [DfE's RSHE July 2025](#) statutory statements, which we have abbreviated for space in this document, please refer to the [RSHE Mapping Documents](#) available in the Community Area on the Jigsaw portal.

Healthy Me Puzzle – Spring 2

About this Puzzle

Healthy Me covers both physical and emotional health, helping children understand how everyday choices affect their bodies and minds and how these two aspects are linked. Children learn about balanced diets, physical activity, rest, sleep, personal hygiene, dental health, sun safety and first aid, alongside the facts about drugs: starting with medicines and unknown substances moving to alcohol, tobacco and vaping and then illegal drugs. Equally important is the focus on emotional wellbeing: friendships, peer pressure, body image, relationships with food, and strategies for managing stress and anxiety. Safety education runs throughout, with the Safety STAR framework (Stop, Think, Assess, React) helping children identify hazards and manage risk across contexts including road, water, fire and rail safety. This Puzzle is where RSHE Health Education statutory guidance is most broadly represented, but Jigsaw ensures that the emotional and social learning is embedded, so building children's confidence, self-respect and agency to make informed, healthy choices for life.

Key evidence

- [Sport England Active Lives 2024/25](#) — Only 49.1% of children and young people meet daily physical activity guidelines, with disparities in participation among different groups.
- [NICE Guidelines \(2022\)](#) — PSHE plays a key role in addressing mental health needs early, reducing the long-term societal costs of untreated conditions.
- [ASH \(Action on Smoking and Health\) Research](#) — Most adult smokers start before age 18, reinforcing the importance of preventative education about smoking and vaping in primary schools, with further information available from [NHS England](#)
- The [PSHE Association's 2016](#) evidence review on the research into the key principles of Preventative education is reflected throughout Jigsaw PSHE, and relates particularly to the Healthy Me Puzzle

Jigsaw+ and further resources

- The [Keeping Healthy and Safe](#) section in Jigsaw+ offers considerable scope to adapt and extend, including additional content on: Vaping and other substances, Healthy teeth and gums, Mega Movers (physical activity), Road safety, sun safety and water safety, Knife crime (for schools who feel this is appropriate in agreement with their school community), Linking content to e-bug resources
- **Safety assemblies** on water safety and fire safety coming Summer 2026
- Puzzle-specific [weekly assemblies](#) available in Whole School Resources
- Enrich learning through visitors such as first aiders, dentists, fire/police/ambulance services, doctors, nurses, pharmacists and the RNLI

Statutory mapping

The most closely linked statutory expectations are summarised below, but for more thorough mapping and the full wording of every standard, go to the [RSHE Mapping Document in the Community Area](#).

Strongest RSHE 2025 Relationships contributions		CF 1 – Characteristics of healthy friendships (friendship groups, roles)		RKR 1 – Paying attention to others' feelings. RKR 8 – Self-respect and its link to happiness (body image, self-esteem content).		BS 6 – How to recognise and report feelings of being unsafe. BS 7 – Where to get advice	
Strongest RSHE 2025 Health contributions		GW 1 – How to help others in an emergency. GW 2 – Helping other people with their mental health. GW 3 – Range of emotions. GW 5 – Benefits of physical exercise, time outdoors, community participation. GW 6 – Isolation and loneliness can affect children. GW 9 – Where and how to seek support. GW 10 – Common for people to experience mental ill health. WO 3 – Risks from people online who use technology to bully, manipulate, groom or abuse.		WO 4 – How to recognise harmful content including AI-generated content. WO 7 - How to report concerns about content or contact online. PHF 1 – Importance of building regular physical activity into daily and weekly routines. PHF 2 – Risks associated with an inactive lifestyle. PHF 3 – How and when to seek support for physical activity. PHF 4 – Types of physical activity including those accessible to all. HE 1 – What constitutes a balanced diet. HE 2 – Making healthier choices about food and drinks. HE 3 – Range of factors that influence dietary habits. HE 4 – Understand importance of not feeling shame about food or eating habits. DATV 1 – Facts about legal and illegal harmful substances including tobacco, vaping, nicotine pouches, alcohol and drugs.		HPP 1 – How to look after and take responsibility for personal hygiene. HPP 2 – Importance of staying safe in the sun. HPP 3 – Importance of sleep and good sleep hygiene. HPP 4 – About dental health and importance of dental hygiene. HPP 5 – How common illnesses are spread and can be treated. HPP 6 – About immunisation and vaccination. PS 1 – Identifying hazards and risks to personal safety, including online. PS 2 – Road, water, fire, rail safety including Safety STAR framework. BFA 1 – Basic first aid concepts and basic treatment of common injuries. BFA 2 – How to make a call to emergency services.	
Puzzle overview Healthy Me	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to	In this Puzzle, children learn what it means to be healthy, exploring food, exercise, sleep and	In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious	In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making	In this Puzzle, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling	In this Puzzle, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed,	In this Puzzle, children learn to take responsibility for their physical and emotional wellbeing, exploring how

	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.	everyday choices that help their bodies and minds. They develop understanding of hygiene, germs and how to keep clean and safe at home. Across the six Pieces, children learn about medicine safety and road safety, practise recognising when they feel worried or unwell, and think about who can help them stay safe. They reflect on how healthy choices can make them feel good about themselves. Pupils share their ideas about how to keep clean and healthy in the whole school Happy, Healthy Me Recipe Book.	foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe. Across the six Pieces, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing. By the end of the Puzzle, children are able to share ideas for the whole school Happy, Healthy Me Recipe Book, celebrating practical ways to stay healthy and safe every day.	balanced choices. They consider attitudes towards drugs and reflect on how these make them feel. Across the six Pieces, children learn about ways to keep themselves safe, recognise risk - especially around water - and who to contact in emergencies and how to do this . They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others. By the end of the Puzzle, children are able to contribute their ideas on how to keep safe to the whole school Healthy Me Recipe Book.	left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways. Across the six Pieces, children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations. By the end of the Puzzle, children celebrate their inner strength and assertiveness and share their ideas in the Happy, Healthy Me Recipe Book about healthy friendships.	pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help. Across the six Pieces, children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle. By the end of the Puzzle, children contribute to the Happy, Healthy Me Recipe Book focusing on positive body image.	choices, prevention and healthy habits support long-term health. They develop understanding of different types of drugs and their effects and discuss safer ways to cope with life's challenges. Across the six Pieces, children learn about exploitation and how pressure can affect decisions. Children learn how to seek help and they explore emotional and mental health, recognise signs of stress and practise strategies for managing pressure. By the end of the Puzzle, children create a Healthy Body, Healthy Mind outcome for the Healthy Me Recipe Book Puzzle Outcome, celebrating resilience
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Taught knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	- I can name some parts of my body and understand that being active helps keep me healthy - I understand that moving my body and resting are both important for my health - I can talk about things I need to do to stay healthy - I know what “healthy” means and can begin to make healthy food choices - I know how to help myself go to sleep and understand why sleep is important - I can wash my hands and understand why this is important, especially before eating and after using the toilet - I know who my safe adults are and how to stay safe if they are not close by	- I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy - I know how to make healthy lifestyle choices - 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 can help me if I feel poorly and I know how to use them safely - I know how to keep safe when crossing the road, and about people who can help me to stay safe - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	- I can sort foods into the correct food groups and know which foods my body needs to keep me healthy - I can make some healthy snacks and explain why they are good for my body and give me energy - I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe - I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me - I understand how medicines work in my body and how important it is to use them safely - I can explain how to keep my body healthy and safe at home and when I'm out	- I understand how exercise affects my body and know why my heart and lungs are such important organs - I know that the amount of calories, fat and sugar I put into my body will affect my health - I can tell you my knowledge and attitude towards drugs - I can identify things, people and places that I need to keep safe from - I know some strategies for keeping myself safe, who to go to for help and how to call emergency services - I can identify when something feels safe or unsafe - I understand how complex my body is and how important it is to take care of it	- I recognise how different friendship groups are formed, how I fit into them and the friends I value the most - I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help - I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape - I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol - I can recognise when people are putting me under pressure and can explain ways to resist this when I want - I know myself well enough to have a clear picture of what I believe is right and wrong	- I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body - I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart - I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations - I understand how the media, social media and celebrity culture promotes certain body types - I can describe the different attitudes people have to food and how these can be affected by external influences - I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	- I can take responsibility for my health and make choices that benefit my health and well-being - I know about different types of drugs and their uses and their effects on the body particularly the liver and heart - I understand that some people can be exploited and made to do things that are against the law - I know why some people join gangs and the risks this involves - I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness - I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse

Social and Emotional skills	Social and Emotional Skills • I can notice how my body feels when I am active and understand that moving helps keep me well • I can recognise when my body needs movement or rest • I can talk about some ways I can look after myself and keep my body healthy • I can make simple healthy choices and notice how these help my body and feelings • I can use strategies that help me feel calm and ready for sleep • I can take responsibility for caring for my body by keeping myself clean and healthy • I can identify trusted adults and ask for help when I feel unsafe or unsure	Social and Emotional Skills • I feel good about myself when I make healthy choices • I am special so keep myself safe • I know some ways to help myself when I feel poorly • I can recognise when I feel frightened and know who to ask for help • I can recognise how being healthy helps me to feel happy	Social and Emotional Skills • I have a healthy relationship with food and know which foods I enjoy the most • I can express how it feels to share healthy food with my friends • I can recognise when I feel worried or unsafe and know to tell an adult straight away • I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice • I feel positive about caring for my body and keeping it healthy • I can make good choices that help me stay healthy and safe	Social and Emotional Skills • I can set myself a fitness challenge • I know what it feels like to make a healthy choice • I can identify how I feel towards drugs • I can express how being anxious or scared feels • I can take responsibility for keeping myself and others safe • I respect my body and appreciate what it does for me	Social and Emotional Skills • I can identify the feelings I have about my friends and my different friendship groups • I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe • I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others • I can identify feelings of anxiety and fear associated with peer pressure • I can tap into my inner strength and know how to be assertive	Social and Emotional Skills • I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure • I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure • I know how to keep myself calm in emergencies • I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am • I respect and value my body • I am motivated to keep myself healthy and happy	Social and Emotional Skills • I am motivated to care for my physical and emotional health • I am motivated to find ways to be happy and cope with life's situations without using drugs • I can suggest ways that someone who is being exploited can help themselves • I can suggest strategies someone could use to avoid being pressurised • I know how to help myself feel emotionally healthy and can recognise when I need help with this • I use different strategies to manage stress and pressure
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Vocabulary							
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
Puzzle vocabulary	asleep challenge clean exercise germs healthy hygiene less healthy movement rest safe scared sleep stranger stretch teeth unexpected unplanned worried	balanced bacteria body parts choices clean crossing ears exercise eyes germs healthy hygienic keeping clean kerb less healthy listen look medicines nervous pavement safe scared sleep soap traffic traffic lights trust unhealthy virus wait	assess balanced diet barriers body choices crossing dangerous energy hazard healthy medicines nutritious portion react risk risks safe scared stop, drop, roll unhealthy unsafe worry	advice ambulance anxious appreciate attitude body calories/kilojoules choice coastguard helicopter complex dangerous drugs emergency emergency services energy fat feelings fire engine fitness harmful heartbeat healthy heart labels lungs oxygen police car responsibility risk safe scared strategy sugar saturated fat unsafe	advice agree/disagree alcohol anxiety assertive believe disease emotions embarrassment fear follower friendship groups friendships guilt healthy leader liver lonely opinion peers pressure puberty relationships right roles smoking trust value vaping wrong	addicted alcohol altered body image calm celebrity choices comparison debate emergency fact healthy behaviour healthy lifestyle informed decision influence level-headed media motivation nicotine obesity opinion pressure procedure recovery position self-respect smoking social media tobacco unhealthy behaviour vaping	anti-social behaviour choice crime criminal drugs effects emotional health exploited gangs gang illegal immunisation managing stress mental health mental illness motivation new psychoactive substances over-the-counter prevention prescribed pressure reputation responsibility restricted strategies stress synthetic highs symptoms triggers unrestricted volatile substances vulnerable
Emotional Literacy	We have a section to support Emotional Literacy with a whole-school progression document which includes words which have been carefully chosen to help pupils explore the topics within each Puzzle, whilst also equipping them with language that matters for their relationships and understanding of the world around them. By using this vocabulary consistently, teachers will be actively supporting children's emotional literacy, giving them the words they need to understand and express how they feel.						