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

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Healthy Me Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 3-5

Puzzle overview: Healthy Me

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.

Knowledge	Social and emotional skills
• 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 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

Vocabulary

asleep, challenge, clean, exercise, germs, healthy, hygiene, less healthy, movement, rest, safe, scared, sleep, stranger, stretch, teeth, unexpected, unplanned, worried

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Supporting ‘Healthy Me’ puzzle at home: A Guide for Families

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Ages 3-5

Talking Together: suggested questions to support Healthy Me learning at home		
Body awareness • How does your body feel when you run, jump, or stretch? • What is your favourite way to move your body? • When does your body feel tired and need a rest?	**Healthy choices and self-care** • Which foods help us to be healthy? • What can we do to keep our bodies clean? • Can you think of something that might help your body to stay healthy?	**Hygiene and independence** • When should we wash our hands? • Can you show me how to wash your hands? • Why should we brush our teeth?
Sleep and wellbeing • What helps you get ready for bedtime? • Why is sleep important for our bodies? • What helps you feel calm before bed?	**Safety and trusted adults** • What would you do if you felt worried or scared? • Who can you ask for help if you get lost? • What should you do if a stranger talks to you?	**Feelings and self-awareness** • How does your body feel when you are happy? • How does your body feel when you are worried? • What helps you feel calm again?
Resources and additional support for Families		
• NHS Start for Life – guidance and advice on sleep, hygiene, routines and more • Better Health – Healthier Families (NHS) – lots of family resources, activities, food recipes and more • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Healthy Me theme.		
School-based and local resources (editable box for teachers):		

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

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Ages 5-6

Puzzle overview: Healthy Me

In this Puzzle, children learn what it means to be healthy, exploring food, exercise, sleep and 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.

Knowledge	Social and emotional skills
• 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 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

Vocabulary

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

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Ages 5-6

Talking Together: suggested questions to support Healthy Me learning at home		
Healthy choices and looking after my body • What things can you do to help keep your body healthy? • How do you feel when you make healthy choices? • Why is your body special and amazing?	**Exercise, rest and wellbeing** • How does your body feel when you have been active? • Why is it important to rest and sleep? • What activities help you feel happy and well?	**Keeping clean and understanding germs** • When should we wash our hands? • What are germs and how can we stop them spreading? • Why is it important to keep ourselves clean?
Medicines and being safe at home • What should you do if you find medicine at home? • Who can give you medicine safely? • How can medicines help when you feel poorly?	**Road safety** • What should you remember when crossing the road? • What do traffic lights and crossings help us do? • How can you make safe choices near roads?	**Feelings, safety and getting help** • How can you tell when you feel worried or frightened? • Who are the trusted adults you can ask for help? • What can you do if you feel unsafe or unwell?
Resources and additional support for Families		
• NHS Start for Life – guidance and advice on sleep, hygiene, routines and more • Better Health – Healthier Families (NHS) – lots of family resources, activities, food recipes and more • THINK! Road Safety – advice, support and games • BBC Bitesize: Things that might be dangerous • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Healthy Me theme.		
School-based and local resources (editable box for teachers):		

Me Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

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

Ages 6-7

Puzzle overview: Healthy Me

In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious 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.

Knowledge	Social and emotional skills
• 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 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

Vocabulary

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

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Ages 6-7

Talking Together: suggested questions to support Healthy Me learning at home		
Balanced diet and healthier food choices • What foods help your body stay healthy and strong? • Why is it important to eat a balanced diet? • How does food give your body energy?	**Caring for our bodies** • How can healthy choices help your body work well? • What does looking after your body mean? • Why does your body need energy?	**Safety at home – hazards and risks** • Can you think of things at home that could be dangerous? • How can we reduce risks at home? • Why is it important to tell an adult if you feel unsafe?
Staying safe outside • What safety rules help keep you safe near roads? • Why do we need to be careful around water or railways? • What should you do if you feel unsafe outside?	**Medicine safety and health** • What are medicines used for? • Who can give you medicine safely? • Why should medicines never be taken without an adult?	**Feelings, safety and responsible choices** • How does your body feel when something seems unsafe? • What can you do if you feel worried or scared? • Who can you tell if something doesn't feel right?
Resources and additional support for Families		
• NHS Start for Life – guidance and advice on sleep, hygiene, routines and more • Better Health – Healthier Families (NHS) – lots of family resources, activities, food recipes and more • RNLI (Royal National Lifeboat Institution) – activities and interaction games to support learning about water safety • ROSPA Road Safety guides to share with children, including for those with additional needs • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Healthy Me theme.		
School-based and local resources (editable box for teachers):		

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

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Ages 7-8

Puzzle overview: Healthy Me

In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making 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 - especially around water - recognising risk and who to contact in emergencies and how to do this, including the water safety code . They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others.

Knowledge	Social and emotional skills
• 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 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

Vocabulary

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

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Ages 7-8

Talking Together: suggested questions to support Healthy Me learning at home		
My body – heart, lungs and fitness • What happens to your body when you exercise? • Why are your heart and lungs important? • What helps you keep your body strong and fit?	**Healthier food choices** • What foods help you be healthy and strong? • How do you feel when you make a healthy choice? • Why is a balanced diet important?	**Medicines, drugs and making safe choices** • What are medicines are used for? • Who can help you use medicine safely? • Why is it important to make safe choices about what we put into our bodies?
Safety, risk and responsibility • What does it mean to keep yourself safe? • Can you think of places or situations where you might need to be extra careful? • What does taking responsibility for your safety mean?	**Emergencies** • Who can help you in an emergency? • Do you know how to get help if you are worried or feel unsafe? • How do emergency services help people?	**Feelings, worries and safe choices** • How does your body feel when you are anxious or scared? • Who can you talk to if something feels unsafe? • How can making healthy choices help you feel good about yourself?
Resources and additional support for Families		
• Better Health – Healthier Families (NHS) –family resources, activities, food recipes and more: advice from GOSH on physical activity • Stay Wise – support learning about emergency services with interactive games, activities, videos and stories • Canal and River Trust Family Resources and Swim Safe – a community focussed programme for children about safety in and around open water • British Red Cross – support and advice including home learning first aid resources • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Healthy Me theme.		
School-based and local resources (editable box for teachers):		

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

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Ages 8-9

Puzzle overview: Healthy Me

In this Puzzle, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling 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.

Knowledge	Social and emotional skills
• 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 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

Vocabulary

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

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Ages 8-9			
	Talking Together: suggested questions to support Healthy Me learning at home		
	My body – heart, lungs and fitness • What happens to your body when you exercise? • Why are your heart and lungs important? • What helps you keep your body strong and fit?	**Healthier food choices** • What foods help you be healthy and strong? • How do you feel when you make a healthy choice? • Why is it important to have a balanced diet?	**Medicines, drugs and making safe choices** • What are medicines are used for? • Who can help you use medicine safely? • Why is it important to make safe choices about what we put into our bodies?
	Safety, risk and responsibility • What does it mean to keep yourself safe? • Can you think of places or situations where you might need to be extra careful? • What does taking responsibility for your safety mean?	**Emergencies** • Who can help you in an emergency? • Do you know how to get help if you are worried or feel unsafe? • How do emergency services help people?	**Feelings, worries and safe choices** • How does your body feel when you are anxious or scared? • Who can you talk to if something feels unsafe? • How can making healthy choices help you feel good about yourself?
	Resources and additional support for Families		
	• Better Health – Healthier Families (NHS) – lots of family resources, activities, food recipes and more • Stay Wise –learning about emergency services with interactive games, activities, videos and stories, and BBC - Level Crossing Video • British Red Cross – support and advice including home learning first aid resources • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Healthy Me theme.		
	School-based and local resources (editable box for teachers):		

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

Ages 9-10

Puzzle overview: Healthy Me

In this Puzzle, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, 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.

Knowledge	Social and emotional skills
• 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 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

Vocabulary

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

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Ages 9-10

Talking Together: suggested questions to support Healthy Me learning at home		
Smoking and vaping • Why is it important to keep your body safe from harmful substances? • What could you say if someone tried to pressure you to try something unsafe? • How can making healthy choices help you feel proud of yourself?	**Alcohol awareness** • What do you know about alcohol and its effects on the body? • Why might some people choose to drink alcohol? • How can you make safe and informed choices in the future?	**Emergencies and first aid** • What might an emergency situation look like? • How can you stay calm in an emergency? • Who can you contact if help is needed urgently?
Media influence and body image • What messages about bodies do we see in media or social media? • How is everybody unique and special? • How can we focus on what our bodies can do rather than how they look?	**Food, feelings and influences** • How can feelings influence what or how we eat? • What does having a healthy relationship with food mean? • Who or what might influence our food choices?	**Healthy lifestyle – self-respect and wellbeing** • What does a healthy lifestyle look like? • What choices help you stay healthy and safe? • Why is it important to respect and value your body?
Resources and additional support for Families		
• Better Health – Healthier Families (NHS) – lots of family resources, activities, food recipes and more • British Red Cross – support and advice including home learning first aid resources • NSPCC – advice for families seeking further help and advice on specific topics i.e., online safety, social media, wellbeing and mental health etc. • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Healthy Me theme.		
School-based and local resources (editable box for teachers):		

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Ages 10-11

Puzzle overview: Healthy Me

In this Puzzle, children learn to take responsibility for their physical and emotional wellbeing, exploring how 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.

Knowledge	Social and emotional skills
• 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	• 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

Vocabulary

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.

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Ages 10-11

Talking Together: suggested questions to support Healthy Me learning at home		
Taking responsibility for health and wellbeing • What does it mean to take responsibility for your health? • What choices help you stay physically and emotionally well? • How do healthy habits support you in the long term?	**Drugs, medicines and their effects** • What are some different types of drugs and medicines used for? • Why is it important to use medicines safely and only as directed? • Who can you ask if you have questions about medicines or health?	**Exploitation, gangs and staying safe** • What does it mean if someone is being exploited? • Why might some people feel pressured to join gangs? • What could someone do if they felt unsafe or pressured?
Pressure, influence and making safe choices • What does it feel like when someone pressures you? • What strategies can help you resist pressure? • Who can support you if you feel unsure about something?	**Emotional health and mental wellbeing** • What does it mean to feel emotionally healthy? • How can you tell when someone might need extra support? • Who can you talk to if you feel worried or low?	**Stress, triggers and coping strategies** • What does stress feel like in your body? • What kinds of situations can cause stress? • What helps you feel calmer when you are under pressure? • Why is it important to find healthy ways to cope?
Resources and additional support for Families		
• Better Health – Healthier Families (NHS) – lots of family resources, activities, food recipes and more • NSPCC – advice for families seeking further help and advice on specific topics e.g. online safety, social media, wellbeing ,mental health • Young Minds – a parent section with advice, guidance and support – also Anna Freud Self Care resources for children and young people • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Healthy Me theme.		
School-based and local resources (editable box for teachers):		

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