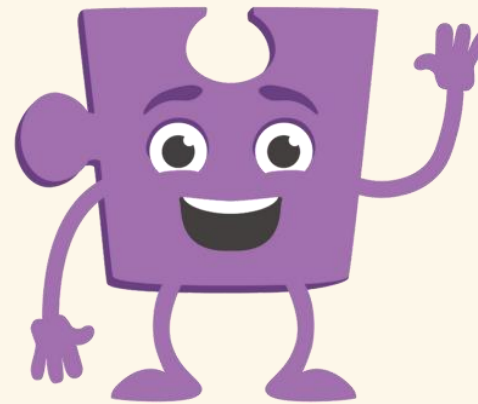
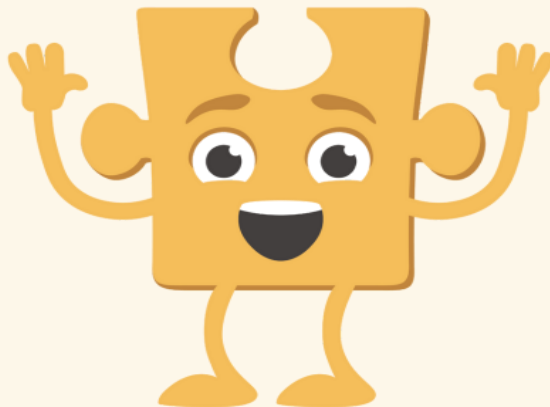


Jigsaw PSHE 4-7

Knowledge and Skills

Progression Map



Jigsaw PSHE 4-7

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 4-7 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 4-7 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 2, 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.

Being Me in My World Puzzle – Autumn 1

About this Puzzle

This Puzzle opens each academic year by establishing the foundations for everything else in Jigsaw PSHE: belonging, emotional safety and shared expectations. Children explore what it means to be part of a class, a school, a wider community and, as they progress, a global community. Through creating the Learning Charter together, they experience democracy, British Values, rights and responsibilities, and how this related to the rule of law. Alongside this, they develop the emotional literacy to recognise and manage feelings, understand how their behaviour affects others, and build the self-respect and empathy that underpin all healthy relationships.

Key evidence sources for this Puzzle (and throughout the year)

- [EEF Improving SEL in Primary Schools \(2021\)](#) — Universal, explicit teaching of social and emotional learning in planned lesson time has a positive impact on both wellbeing and academic success, across the five CASEL competencies, also reflected in [HM Government and CYP Mental Health Coalition's](#) report into the impact of a whole school approach to PSHE
- [NCB Belonging Matters \(2024\)](#) — Schools that actively foster belonging provide the foundation for confident, capable individuals — directly underpinning the Charter and community focus of this Puzzle.
- The Sutton Trusts [Life Lessons report 2024](#) brought together research and recommendations for developing oracy as part of improving communication, resilience, motivation and confidence for children from lower socio-economic backgrounds. Oracy is a building block for academic progression and preparation for citizenship; collaborative dialogue, as modelled through the Jigsaw Charter and class discussions, supports every child's engagement.
- Mental health is a core focus of Jigsaw PSHE, reflecting the growing recognition of its importance in children's overall development and academic success. Jigsaw's approach incorporates mindfulness practices, supported by research from [The Mindfulness Initiative](#)

Wider curriculum and enrichment

- Strong links to citizenship, British Values (democracy, rule of law, individual liberty, mutual respect) and the UNCRC
- Opportunities for pupil voice through School Council, class discussions and the Learning Charter
- Invite school leaders, local community representatives and local government figures to enrich learning

Jigsaw+ and further resources

- Mapping overviews for [British Values](#) and [UNCRC](#) content
- Articles mapping non-statutory Citizenship Guidance and financial education to Jigsaw PSHE
- Additional teaching materials in [the Citizenship area](#) of Jigsaw+, including Democracy assemblies and whole-school focus ideas
- [Belonging content](#) and [Pupil Voice](#) materials in Jigsaw+
- [Additional lesson](#) on Fireworks in Jigsaw+
- Assemblies on Fireworks and Vaccinations coming Summer 2026

- Puzzle-specific weekly assemblies available in Whole School Resources

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 2 – Importance of friendships, not excluding others. CF 3 – Feeling lonely is normal and not shameful. RKR 1 – Paying attention to other people's feelings and treating them with sensitivity. RKR 2 – How their behaviour affects other people. RKR 4 – Difference between assertive and controlling (enhanced 2026).	RKR 5 – Expecting to be treated with respect by others and treating others with respect. RKR 6 – Practical steps to improve or support relationships RKR 7 – Conventions of courtesy and manners (new explicit teaching 2026). RKR 8 – Self-respect and its link to happiness. .	BS 1 – Appropriate boundaries in friendships BS 4 – How to respond safely to adults. BS 6 – How to recognise and report unsafe feelings. BS 7 – Where to get advice.
Strongest RSHE 2025 Health contributions	GW 1 – How to help others in an emergency. GW 3 – Range and scale of emotions; worrying and feeling down are normal.	GW 4 – Vocabulary to describe feelings to others and how to judge appropriate/proportionate responses. GW 5 – Benefits of community participation, volunteering.	GW 6 – Loneliness can affect children and how to address it (enhanced 2026). GW 9 – Where and how to seek support, including who in school to speak to.

Puzzle overview	EYFS	Year 1	Year 2
Being Me in My World	In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter. They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences. By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome.	In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.

Taught knowledge	Knowledge • I belong in my class and am part of a group • I understand that people are similar and different • I am beginning to recognise and talk about different feelings • I understand that my classroom is a place where we learn and play together • I know that working together helps make school a good place to be • I understand why kindness matters and how it affects others • I know what using gentle hands looks like • I know that everyone has the right to learn and play • I understand what being responsible means • I know how we look after our classroom and resources • I can describe how they help everyone feel safe and able to learn	Knowledge • I know how to use my Jigsaw Journal • I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities for being a member of my class • I know my views are valued and can contribute to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter	Knowledge • I can identify some of my hopes and fears for this year • I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and the importance of making contributions • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I can recognise the choices I make and understand the consequences
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Social and Emotional skills	Social and Emotional Skills • I can name my feelings • I know how work and play with others • I know why it is important to be kind and gentle • I understand why it is important to care about others' feelings • I can make good choices • I can follow our class rules	Social and Emotional Skills • I feel special and safe in my class • I know that I belong to my class • I know how to make my class a safe place for everybody to learn • I recognise how it feels to be proud of an achievement • I recognise the range of feelings when I face certain consequences • I understand my choices in following the Learning Charter	Social and Emotional Skills • I can recognise when I feel worried and know who to ask for help • I can help myself and others feel like we belong • I can help make my class a safe and fair place • I can listen to others and share my ideas • I can work co-operatively with others • I can follow our Learning Charter
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Vocabulary						
Year group	EYFS		Year 1 Consolidate EYFS		Year 2 Consolidate EYFS & Yr 1	
Puzzle vocabulary	angry choice different excited feelings friend gentle happy kind learn nervous responsibilities	rights sad share simil taking turns turn taking unique	achievement belong belonging calm choice choices consequences disappointed feelings learn learning charter proud responsibilities rewards rights	safe safe place special upset valued views	actions assertive belong belonging boundaries choices consequence consequences controlling contributions fair fears hopes learning charter negative	positive praise problem solving responsible responsibilities reward rewards rights safe worried worries
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.					

Celebrating Difference Puzzle – Autumn 2

About this Puzzle

Celebrating Difference helps children understand, respect and value diversity. Running in Autumn 2, it aligns naturally with Anti-Bullying Week and provides a rich context for exploring similarities and differences in families, cultures, abilities, appearance and beliefs. Children learn what bullying is and isn't (including cyberbullying) and develop the language and strategies to challenge it, support those affected, and seek help. As they progress, pupils examine stereotypes, prejudice, discrimination and protected characteristics, building empathy and critical thinking to stand up for fairness and inclusion.

Key evidence

- **Anti-Bullying Alliance report related to the Good Childhood Report 2024** — Summary and links to further data, including that a quarter of young people aged 15 yrs experience bullying in the UK according to PISA
- **Young People's RSE Poll (2024)** — 69% of young people agree children should question gender stereotypes; 56% support same-sex relationship examples in teaching.
- The **Office for National Statistics (ONS)** data shows that 16% of UK families are lone-parent families, equating to 4-5 families in a class of 30. This diversity extends to same-sex parents, foster parents, and various family structures within the wider community. Jigsaw PSHE recognises this diversity, ensuring all family types are equitably represented and valued in its curriculum.
- **UK Safer Internet Centre Research** - has links to further research, stating that 12% of young people in the UK are affected by cyberbullying, underlining the need for cyberbullying education from an early age.

Wider curriculum and enrichment

- Strong links to **citizenship**, **protected characteristics** (Equality Act) and **British Values** (mutual respect, tolerance)
- Supports work on **preventing racism**, challenging stereotypes and fostering inclusive school culture
- Invite visitors from the local community to represent diverse cultural groups and support **Anti-Bullying Week** themes

Jigsaw+ and further resources

- Articles on the Jigsaw approach to **protected characteristics**, **preventing racism**, **autism awareness** (with additional lessons) and **gender identity**
- Additional content in Jigsaw+ **Belonging** section: Anti-Bullying Week (updated annually), Autism, Success
- **Critical Thinking** lessons from the Open Minds Foundation in the **Citizenship** area:
- Puzzle-specific **weekly assemblies** available in Whole School Resources

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	FPCM 2 – Characteristics of healthy family life, including that families may look different. FPCM 3 – Others' families, either in school or wider world, sometimes look different and should be respected. FPCFM 5 – Marriage and civil partnerships represent a formal and legally recognised commitment CF 2 – Importance of not excluding others, making new friends.	CF 5 – That healthy friendships are positive and welcoming. CF 7 – Recognising when a friendship is making them feel unhappy and how to get support RKR 2 – How their behaviour affects other people RKR 5 – Expecting to be treated with respect and treating others with respect, including those who are different.	RKR 9 – Different types of bullying (including cyberbullying), impact of bullying, responsibility of bystanders, and how to get help. RKR 10 – Understanding and challenging stereotypes. RKR 11 – How to seek help when concerned about violence or harm. OSA 1 – Same principles apply online as face-to-face, including respect and avoiding pressure.
Strongest RSHE 2025 Health contributions	GW 3 – Range and scale of emotions. GW 4 – Vocabulary to describe feelings.	GW 7 – Bullying has a negative and often lasting impact on mental wellbeing. GW 9 – Where and how to seek support.	WO 1 – Strategies for managing screen time and recognising signs of too much. WO2 – What age restrictions/ratings mean; minimum age for social media. WO 8 - Impact of spending too much time online on mental health and wellbeing.

Puzzle overview Celebrating Difference	EYFS	Year 1	Year 2
	In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in many ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	In this Puzzle, children explore how people can be similar and different, reflecting on their own similarities and differences while learning to include others, use kind words and recognise what makes them special. They develop an understanding of what bullying is, how it can make people feel, and who they can talk to if they need help. Across the six Pieces, children practise making new friends, giving and receiving compliments, and showing courage by supporting others. They reflect on how differences should be respected and celebrated. By the end of the Puzzle, children will have created gingerbread people to contribute to a shared Hall of Fame display, recognising that everyone is unique and valued.	In this Puzzle, children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help. Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend. By the end of the Puzzle, children celebrate what makes everyone unique by creating a shared Trophy of Celebration display.

Taught knowledge	Knowledge • What being unique means • The names of some emotions • Why having friends is important • Some qualities of a positive friendship • That they don't have to be "the same as" someone to be a friend • What being proud means, and that people can be proud of different things • That people can be good at different things • Families can be different • People have different homes and why they are important to them • Ways of making friends	Knowledge • I can identify similarities between people in my class • I can identify differences between people in my class • I can tell you what bullying is • I know some people who I could talk to if I was feeling unhappy or being bullied • I know how to make new friends • I can tell you some ways I am different from my friends	Knowledge • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that bullying is sometimes about difference • I can recognise what is right and wrong and know how to look after myself • I understand that it is OK to be different from other people and to be friends with them • I can tell you some ways I am different from my friends
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Social and Emotional skills	Social and Emotional Skills • Recognise emotions when they or someone else is upset, frightened or angry • Identify and use skills to make a friend • Identify some ways they can be different and the same as others • Identify and use skills to stand up for themselves • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Recognise similarities and differences between their family and other families	Social and Emotional Skills • I can tell you some ways in which I am the same as my friends • I can tell you some ways I am different from my friends • I understand how being bullied might feel • I can be kind to children who are bullied • I know how it feels to make a new friend • I understand these differences make us all special and unique	Social and Emotional Skills • I understand some ways in which boys and girls are similar and feel good about this • I understand some ways in which boys and girls are different and accept that this is OK • I can tell you how someone who is bullied feels • I can be kind to children who are bullied • I know when and how to stand up for myself and others • I know how to get help if I am being bullied • I understand we shouldn't judge people if they are different • I know how it feels to be a friend and have a friend • I understand these differences make us all special and unique
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Vocabulary				
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	
Puzzle vocabulary	differences different friendship frightened family friends happy home kind proud sad similar similarities special unique unkind	bully bullied bullying bullying behaviour celebration courtesy courage deliberate difference different from harmful inclusive included lonely manners on purpose safe same as similarity similar special support unique unfair	assumptions belong belonging boundary boys bully bystander culture courtesy difference different disability fairness family feelings female friends girls help	identity included inclusive kind kindness lonely male on purpose purpose respect sad self-respect shield similarities special stereotypes stand up for support teasing unkind unique value
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.			

Dreams and Goals Puzzle – Spring 1

Dreams and Goals – Spring 1

About this Puzzle

Dreams and Goals helps pupils to learn how to and practice building their resilience, motivation and ambition. This Puzzle plays an important role in PSHE well beyond RSHE statutory guidance, helping children set goals, develop a growth mindset, and manage the emotions that come with both achievement and disappointment. Pupils consider wants and needs, explore jobs and careers, and learn how teamwork, enterprise and community participation can make a difference. Financial education is woven through, helping children understand how money, spending decisions and career choices shape the lives we build. As they progress, children examine how opportunities and barriers differ across cultures and develop empathy for those whose aspirations look very different from their own.

Key evidence

- **UK Strategy for Financial Wellbeing (Money & Pensions Service)** — wide range of research, including the links between physical health and financial wellbeing and reports on the complexities for children about learning about money, and need for financial education especially for those from low income families.
- **World Economic Forum Future of Jobs 2025 Report** — Top future workplace skills include analytical thinking, creative thinking, resilience, flexibility and agility, along with curiosity and lifelong learning - all developed explicitly through this Puzzle.
- **Children's Commissioner's Big Ask survey** reveals that children prioritise having a good job or career when they grow up.

Wider curriculum and enrichment

- Links to **citizenship** through community participation, enterprise, fundraising and understanding different roles in society
- Invite people from different **voluntary and paid roles** in the community to broaden children's understanding of work and service

Jigsaw+ and further resources

- Additional **financial education** lessons in the Jigsaw+ Citizenship section:
- Puzzle-specific weekly assemblies available in Whole School Resources

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 – How important friendships are in making us feel happy and secure; characteristics of friendships. CF 4 – That healthy friendships make people feel included, valued and respected.	CF 6 – How to resolve disputes and reconcile differences. RKR 1 – Paying attention to other people's feelings and treating them with sensitivity.	RKR 5 – Expecting to be treated with respect; respecting those who are different. RKR 8 – Self-respect and its link to happiness.
Strongest RSHE 2025 Health contributions	GW 1 – Helping others in need (contributing, via fundraising and enterprise content). GW 2 - Helping other people with their mental health.	GW 3 – Range and scale of emotions including those around success and disappointment. GW 4 – Vocabulary to describe feelings to others. -	GW 5 – Benefits of community participation. WO 10 - How online content can be targeted at users and designed to attract attention.

Puzzle overview Dreams and Goals	EYFS	Year 1	Year 2
	In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	In this Puzzle, children explore what success means to them, learn how to set simple goals and recognise their own strengths. They practise breaking goals into steps, trying new challenges and understanding how learning can feel “stretchy”, with challenge as a sign our brains are growing. Across the six Pieces, children work with others, celebrate achievements and reflect on how perseverance and a positive attitude help them overcome obstacles. They talk about feelings linked to challenge and success and learn how to support friends in reaching their goals. By the end of the Puzzle, children will have created stretchy learning flowers and dream wellies that they can contribute to the whole school Garden of Dreams and Goals, celebrating effort, resilience and confidence.	In this Puzzle, children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning. Across the six Pieces, children practise teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others. By the end of the Puzzle, children create a shared Garden of Dreams and Goals with Dream Birds, celebrating effort, cooperation and achievement.

Taught knowledge	Knowledge • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal	Knowledge • I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	Knowledge • I can choose a realistic goal and think about how to achieve it • I know what I need to keep my body healthy • I can recognise who I work well with and who it is more difficult for me to work with • I can work well in a group to create an end-product • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed • I know how to share success with other people
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Social and Emotional skills	Social and Emotional Skills - Understand that challenges can be difficult - Resilience - Recognise some of the feelings linked to perseverance - Recognise how kind words can encourage people - Talk about a time that they kept on trying and achieved a goal - Be ambitious - Feel proud - Celebrate success	Social and Emotional Skills - I can tell you about a thing I do well - I can tell you how I learn best - I can celebrate achievement with my partner - I can identify how I feel when I am faced with a new challenge - I know how I feel when I see obstacles and how I feel when I overcome them - I know how to store the feelings of success in my internal treasure chest	Social and Emotional Skills - I can tell you things I have achieved and say how that makes me feel - I am motivated to make healthy choices that help me to reach my goals - I can tell you how working with other people helps me learn - I can work with others in a group to solve problems - I can tell you when a feeling is weak and when a feeling is strong - I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest
Vocabulary			
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1
Puzzle vocabulary	achieve challenge difficult dreams encourage earn frustrated future goal job keep trying kind	achieve achievement active celebrate celebration challenge confidence coins dreams feelings garden goal goals	achievement calm celebrate challenge community courtesy dream feelings goal group health healthy choices hobbies

	persevere proud reward skills	happiness internal learning obstacle overcome proud process rest self-respect special stepping stones stretchy success team work treasure treasure chest working together	interest interests learning together lifestyle manners motivation partner product proud realistic relax relaxation safety self-care self-esteem stress success team work tense wellbeing
Emotional Literacy	We have a section to support Emotional Literacy with a <u>whole-school progression document</u> 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.		

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.	WO 4 – How to recognise harmful content including AI-generated content. WO 7 - How to report concerns about content or contact online.	HPP 1 – How to look after and take responsibility for personal hygiene. HPP 2 – Importance of staying safe in the sun.

	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.	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 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
	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	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	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.

	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.	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.	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.
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Taught 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	Knowledge • 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	Knowledge • 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
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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
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Vocabulary			
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1
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

**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.

Relationships Puzzle – Summer 1

About this Puzzle

Relationships is where RSHE Relationships Education is most fully expressed. Children explore the full range of relationships in their lives; families, friendships, communities and, as they grow, early ideas about romantic relationships, learning what makes these healthy, safe and respectful. They develop skills to negotiate, compromise, manage conflict and repair friendships, while learning to recognise when a relationship is making them unhappy or unsafe, and where to get help. Digital literacy and online safety become increasingly prominent, covering screen time, social media, online friendships, data privacy, recognising harmful or AI-generated content, and knowing how to respond when something online feels worrying. This Puzzle also addresses love, loss and bereavement.

Key evidence

- **Ofcom Children's Media Use & Attitudes (2025)** — 96% of 6-7 yrs olds going online by ages 6-7yrs; 42% of 8 – 9 year olds own a mobile phone; many use social media despite age restrictions.
- **2024 Teaching Relationships to prevent Sexual Abuse** draws together guidance to show that good RSE is best as part of a wider programme of PSHE.
- **Young People's RSE Poll (2025)** — Young people tell us they want RSE to start sooner. The SEF Young People's RSE Poll 2025 found that 65% of 16–17 year olds had learnt nothing or not enough about skills for ending relationships or friendships, and 11% had no helpful source of information at all about managing their feelings.
- **Ofsted's review of sexual harassment and abuse in schools** found evidence that the sharing of inappropriate images and videos is an issue in primary as well as secondary schools, calling for a carefully sequenced RSHE curriculum in response.

Wider curriculum and enrichment

- Links to **citizenship** through exploring communities, family diversity and challenging stereotypes
- Invite **families** in during this term for parent/carers events — an opportunity to demonstrate how the school community is made up of many different loving families

Jigsaw+ and further resources

- Additional **digital literacy** lessons in Jigsaw+
- **Critical Thinking lesson plans** from the Open Minds Foundation in the Citizenship area
- Puzzle-specific **weekly assemblies** available in Whole School Resources

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	FPCM 1 – Importance of loving, stable families for security, stability and love. FPCM 2 – Characteristics of healthy family life; families may look different. FPCM 3 – Others' families should be respected. FPCM 4 – People who are not part of family who support children (trusted adults).	FPCM 5 – Importance of stable, caring relationships in people's lives (marriage, civil partnership). FPCM 6 – How to recognise if family relationships are making them unhappy or unsafe, and how to seek help. CF 1–7 – All caring friendships requirements: characteristics, inclusivity, feeling lonely is normal, healthy friendships are welcoming, ups and downs, resolving disputes, recognising unhappy friendships. RKR 1–11 – Full range of respectful kind relationships requirements.	OSA 1 – Same principles apply online as face-to-face. OSA 2 – Rules and principles for keeping safe online OSA 3 – Minimum age for social media (currently 13). OSA 4 – Importance of caution about sharing information online; privacy and location settings. OSA 5 – How information and data is shared and used online. OSA 6 – Internet contains inappropriate content; where to go for advice. BS 1–7 – Full range of being safe requirements.
Strongest RSHE 2025 Health contributions	GW 3 – Range of emotions. GW 6 – Isolation and loneliness. GW 8 – Change, loss and bereavement can affect wellbeing. GW 9 – Where and how to seek support WO 1 – Strategies for managing screen time and recognising signs of too much.	WO 2 – What age restrictions/ratings mean; minimum age for social media. 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 5 – Difference between real and online-only friendships. WO 6 – How to critically consider online friendships and sources of information.	WO 7 – How to report concerns about content or contact online. WO 8 – Impact of spending too much time online on mental health and wellbeing. WO 9 – Why social media and messaging are not suitable for all ages. WO 10 – How online content can be targeted at users and designed to attract attention. WO 11 – How to respond if online experience is worrying. PHF 4 – How to seek from adults if concerned about their health

Puzzle Overview Relationships	EYFS	Year 1	Year 2
	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.	In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six Pieces, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves. By the end of the Puzzle, children celebrate people who are special to them, creating a Relationship Fiesta, contributing their balloons and labels from Piece 6	In this Puzzle, children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. Across the six Pieces, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships. By the end of the Puzzle, children celebrate special people in their lives by sharing their compliment bunting to the a Relationship Fiesta Puzzle Outcome.

Taught knowledge	Knowledge • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry	Knowledge • I can identify the members of my family and understand that there are lots of different types of families • I can identify what being a good friend means to me • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I know who can help me in my school community • I can recognise my qualities as a person and a friend • I can tell you why I appreciate someone who is special to me	Knowledge • I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I can identify some of the things that cause conflict with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I recognise and appreciate people who can help me in my family, my school and my community • I can express my appreciation for the people in my special relationships
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Social and Emotional skills	Social and Emotional Skills • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset	Social and Emotional Skills • I know how it feels to belong to a family and care about the people who are important to me • I know how to make a new friend • I can recognise which forms of physical contact are acceptable and unacceptable to me • I know when I need help and know how to ask for it • I know ways to praise myself • I can express how I feel about them	Social and Emotional Skills • I accept that everyone's family is different and understand that most people value their family • I know which types of physical contact I like and don't like and can talk about this • I can demonstrate how to use the positive problem-solving technique to resolve conflicts • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • I understand how it feels to trust someone • I am comfortable accepting appreciation from others
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Vocabulary			
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1
Puzzle vocabulary	angry argue calm family feelings friends jobs lonely relationships upset	appreciate belong celebrate community confidence different dislike family feel feelings friendship friends greeting help helpful incredible kind like praise proud qualities relationships same skills special texture touch	acceptable adult appreciate celebrate communication compliments conflict cooperate different dislike diverse family frightened friends good secret happy honesty hugs important like likes/dislikes negative not acceptable physical contact point of view positive problem solving relationship reliability sad

			secret special stereotype surprise touch trust trustworthy worry secret
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.		