

## PSHE

### Jigsaw Progression

### Healthy Me

Year Group	Topics Covered	Key vocabulary and knowledge gained
Nursery	<p>I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.</p> <p>I can tell you some of the things I need to do to be healthy.</p> <p>I know what the word healthy means and that some foods are healthier than others.</p> <p>I know what the word healthy means and that some foods are healthier than others.</p> <p>I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</p>	<p>Play heads, shoulders, knees and toes. Can children identify where their <b>heart</b> is? Explain that their heart <b>beats slowly</b> when they're <b>relaxed</b> and <b>faster</b> when they do <b>exercise</b>. Using instructions, ask children to find named body parts-do they know what different parts are called? <b>Hand, head, fingers, knees, calf, thigh</b> etc. Are you feeling <b>warmer</b>? Has your <b>breathing</b> changed? What is your <b>heart</b> doing?</p> <p>Use a song with actions to warm the children up. How does <b>moving</b> make you feel? How does your <b>body feel</b>? Children take part in an obstacle course. Children <b>cheer</b> each other on and time how long it takes to get the <b>whole team</b> through. Can you <b>beat</b> your time? Explain to the children that they need <b>energy</b> to do everything that they do in a day. If you want to have lots of <b>energy</b>, what kind of things do you need to <b>do/eat/drink</b> to help? Have two lunch boxes; one with <b>healthy</b> food and one with <b>not so healthy</b> foods, children discuss the <b>similarities</b> and <b>differences</b>. What does <b>healthy</b> and <b>not so healthy</b> mean? Make a sandwich with the children, talk about the fillings, how <b>good they are for you</b> and the <b>effect they have on your body</b>. What does <b>healthy food</b> do to our <b>bodies</b>? If you ate <b>less healthy food</b> all the time, what would happen to your <b>body</b>? If something is <b>less healthy</b>, does that mean you can never eat it?</p> <p>Show a clip where all of the characters are feeling <b>sleepy</b> and going to <b>sleep</b>. Play some lullabies and discuss how they make the children <b>feel</b>. Do you ever have <b>dreams</b>? Children share their ideas with each other. What do you do <b>before</b> you go to <b>sleep</b>? What do you <b>wear</b>? Do you <b>cuddle</b> anything? Do you say <b>prayers</b> before sleep? Children find somewhere comfy to lie and adult plays lullabies. Encourage the children to close their eyes and take <b>slow deep breaths</b>. Explain how important it is to get a <b>good night's sleep</b>, that's when we <b>grow</b> and our <b>bodies repair</b> themselves.</p> <p>Adult comes in with obviously <b>filthy</b> hands and sits down to eat some fruit. Do any of the children notice or say anything? If not, get JJ to ask if it is okay for the adult to eat their fruit. Can you see anything wrong? Discuss with the children what could be done to make things better. Children give <b>instructions</b> how to <b>wash your hands</b>, what do you need to do first? Children take it in turns to wash their hands while singing and discuss other times they need to <b>wash</b>. Why do you need to <b>wash your hands</b>? What would happen if you didn't?</p>

	<p>I know what to do if I get lost and how to say NO to strangers.</p>	<p>Read LRRH. Did LRRH <b>know</b> the wolf? He was a <b>stranger</b>, should she have talked to him? Read 'Never Talk To Strangers' and discuss the scenarios. Children suggest ways they could <b>keep safe</b> and what they needed to do. What do <b>strangers</b> look like? What should you do if you get <b>lost</b>? How can you get <b>help</b>? Who should you go to? Plan with the children things they can do and say if <b>approached</b> by a <b>stranger</b>. Remember that grown-ups who need help will always ask other grown-ups for help, so if they are asking you, <b>always say no and don't go</b>.</p>
<p>Reception</p>	<p>I understand that I need to exercise to keep my body healthy.</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>I know what the word healthy means and that some foods are healthier than others.</p> <p>I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p>	<p>Play guess what <b>sport/activity</b> I am by giving children clues. Children have photos or certificates of themselves taking part in a sport/activity. Children will say why they enjoy them and discuss whether they could always do them or did they have to <b>learn</b> and <b>keep practising</b>? Why do we <b>exercise</b>? Why is it important? What happens to your body when you <b>exercise</b>? Children complete some <b>exercise</b>- How do you feel now/what <b>changes</b> have happened?</p> <p>Children play the bean game to get themselves <b>warmed up</b> and their <b>hearts beating faster</b>. Go through some of the <b>sports</b> and <b>activities</b> that children thought of in their previous lesson and children act them out. Feel your <b>hearts</b>, what is happening? How does your <b>breath</b> feel? What does your <b>skin</b> feel like? Why is it important to <b>exercise</b>?</p> <p>Teacher makes a sandwich full of crisps, cakes and sweets. Teacher discusses how much they love each food as they put it in and pretend to start eating it-TA walks in shocked and takes the sandwich away. Why did the sandwich get taken away? Children have selection of foods and sort into <b>healthy</b> and <b>less healthy</b> groups. Should we never eat <b>less healthy foods</b>? What does <b>healthy food</b> do to our <b>bodies</b>? If you ate <b>less healthy</b> foods all the time, what would happen to your <b>bodies</b>? What is your favourite piece of <b>healthy</b> food? Why do you like it? How does it make your <b>body</b> feel?</p> <p>Have a selection of bedtime props for JJ-can children use these to explain what time of day JJ is showing? Children take it in turns to share their <b>bedtime routines</b> at home. What <b>time</b> do they go to bed? What do they do before they go to <b>sleep</b>? What do they wear? Do they cuddle anything? Do they say prayers before they sleep? Do they <b>dream</b>? Children find somewhere comfy to lie and adult plays lullabies. Encourage the children to close their eyes and take <b>slow deep breaths</b>. Explain how important it is to get a <b>good night's sleep</b>, that's when we <b>grow</b> and our <b>bodies repair</b> themselves.</p> <p>Show children a range of <b>fruit</b> and <b>vegetable</b> snacks that are filthy. Offer them to the children and see their responses. Adult pretends to eat them and see if the children stop them. Ask children to explain why they should not be <b>eaten</b>. Select one piece and <b>wash</b> it in front of the children-explain that when they don't <b>wash their hands</b> before they eat, it is like eating the piece of fruit covered in dirt. Explain to children that the <b>dirt</b> and <b>germs</b> on their hands are often <b>invisible</b>. Discuss all the different times we use <b>soap</b> and <b>water</b>, then children <b>wash</b> their hands. What happens if we don't <b>wash</b> our hands? What do <b>germs</b></p>

	<p>I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>do? Keeping ourselves clean is a sign of <b>respect</b> and children think about how it feels to be clean.</p> <p>Read LRRH. Did LRRH <b>know</b> the wolf? He was a <b>stranger</b>, should she have talked to him? What does a <b>stranger</b> look like? Read 'Not everyone is <b>nice</b>' explain that a <b>stranger</b> is anyone you <b>don't know</b>. <b>Strangers</b> can be <b>men, women</b> or <b>teenagers</b>, if you have never met them in <b>real life</b>, they are a <b>stranger</b>. There are <b>kind strangers</b>, but not all are <b>kind</b> and can <b>hurt</b> you. A <b>stranger</b> who is <b>not kind</b> does not have to look <b>scary</b>; there is no way to tell if someone is <b>good</b> just by looking at them. <b>Bad</b> people can <b>pretend</b> to be <b>nice</b> just to <b>fool</b> you, don't be <b>fooled</b>, just stay away. What do <b>strangers</b> look like? What should you do if you get <b>lost</b>? How can you get <b>help</b>, who can you go to? Plan with the children things they can do and say if <b>approached</b> by a <b>stranger</b>. Remember that grown-ups who need help will always ask other grown-ups for help, so if they are asking you, <b>always say no and don't go</b>. This includes someone who asks for <b>directions</b> or wants to show you an animal. You should never tell someone you don't know your name or where you live, unless your adult says its okay. Do not leave with someone you don't know. Your adult will never ask a <b>stranger</b> to get you. Do not take anything form a stranger or get in their car. If you feel <b>scared</b>, find someone who will <b>help</b> you.</p>
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## KS1& KS2

Year Group	Topics Covered	Key Vocabulary
Year 1	<p>1-I can understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy/ I feel good about myself when I make healthy choices.</p> <p>2- I know how to make healthy lifestyle choices/ I feel good about myself when I make healthy choices.</p> <p>3- I know how to keep myself clean and healthy, and understand how germs cause disease or illness/ I know that all household products including medicines can be harmful if not used properly/ I recognise that I am special so I keep myself safe.</p> <p>4-I understand that medicines can help me if I feel poorly and I know how to use them safely/ I know some ways to help myself when I feel poorly.</p> <p>5-I know how to keep safe when crossing the road, and about people who can keep me safe/ I recognise when I feel frightened and know who to ask for help.</p> <p>6- I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy/ I recognise how being healthy helps me to feel happy.</p>	<p>Healthy, unhealthy, balanced, exercise, sleep</p> <p>Healthy, unhealthy, balanced, exercise, sleep, choices</p> <p>Healthy, clean, body parts, toiletry items, toothbrush, shampoo, soap, hygienic, safe</p> <p>Medicines, healthy, unhealthy, trust, safe</p> <p>Safe, safety, green cross code, eyes, ears, look, listen, wait</p> <p>Keeping clean, healthy</p>
Year 2	<p>1-I know what I need to keep my body healthy/ I can be motivated to make healthy lifestyle choices.</p> <p>2-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 can tell you when a feeling is weak and when a feeling is strong.</p> <p>3-I understand how medicines work in my body and how important it is to use them safely/ I feel positive about caring for my body and keeping it healthy.</p> <p>4-I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy/I can have a healthy relationship with food and know which foods I enjoy the most.</p> <p>5-I can make some healthy snacks and explain why they are good for my body/I can express how it feels to share healthy food with my friends.</p> <p>6-I can decide which foods to eat to give my body energy/I have a healthy relationship with food and know which foods are most nutritious for my body.</p>	<p>Healthy choices, lifestyle, motivation</p> <p>Relax, relaxation, tense, calm</p> <p>Healthy, unhealthy, dangerous, medicines, safe, body</p> <p>Healthy, unhealthy, balanced diet, portion, proportion</p> <p>Healthy, unhealthy, balanced diet, energy, fuel, nutritious</p> <p>Healthy, unhealthy, balanced diet, nutritious, energy</p>

<p>Year 3</p>	<p>1-I understand how exercise affects my body and know why my heart and lungs are such important organs/ I can set myself a fitness challenge.  2-I know that the amount of calories, fat and sugar I put into my body will affect my health/I know what it feels like to make a healthy choice.  3-I can tell you my knowledge and attitude towards drugs/I can identify how I feel towards drugs.  4-I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including where to go for help/I can express how being anxious or scared feels.  5-I can identify when something feels safe or unsafe/I can take responsibility for keeping myself and others safe.  6-I understand how complex my body is and how important it is to take care of it/I respect my body and appreciate what it does for me.</p>	<p>Oxygen, energy, calories/kilojoules, heartbeat, lungs, heart, fitness  Energy, calories/kilojoules, labels, sugar, fat, saturated fat  Healthy, drugs, attitude    Safe, anxious, scared, strategy, advice    Safe, harmful, risk, feelings    Complex, appreciate, body, healthy, safe, choice, risk</p>
<p>Year 4</p>	<p>1-I recognise how different friendship groups are formed, how I fit in to them and the friends I value most/ I can identify the feelings I have about my friends and my different friendship groups.  2-I understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations/ I can be aware of how different people and groups impact on me and to recognise the people I most want to be friends with.  3-I understand the facts about smoking and the effects on health, and also some of the reasons some people start to smoke/ I recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.  4- I understand the facts about alcohol and the effects on health, particularly the liver, and also some of the reasons people drink alcohol/ I recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.  5-I recognise when people are putting me under pressure and can explain ways to resist this when I want/I can identify feelings of anxiety and fear association with peer pressure.  6-I know myself well enough to have a clear picture of what I believe is right and wrong/I can tap into my inner strength and know how to be assertive.</p>	<p>Friendships, emotions, healthy, relationships, friendship groups, value    Friendship groups, roles, leader, follower, assertive, agree/disagree    Smoking, pressure, peers, guilt, advice    Alcohol, liver, disease    Pressure, peers, anxiety, fears    Believe, assertive, opinion, right, wrong</p>

<p>Year 5</p>	<p>1-I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart/ I can make an informed decision about whether or not I choose to smoke and to resist pressure.</p> <p>2-I know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart/ I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</p> <p>3-I know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in an emergency situation/ I know how to keep myself calm in emergencies.</p> <p>4-I understand how the media, social media and celebrity culture promotes certain body types/ I can reflect upon my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</p> <p>5-I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures/I respect and value my body.</p> <p>6-I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be happy and healthy/ I can be motivated to keep myself happy and healthy.</p>	<p>Choice, healthy behaviour, unhealthy behaviour, informed decision, pressure, media</p> <p>Choice, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence</p> <p>Emergency, procedure, recovery position, calm, level-headed</p> <p>Body image, media, social media, celebrity, altered, self-respect, comparison</p> <p>Body image, eating problem, eating disorder, respect, pressure</p> <p>Debate, opinion, fact, choices, healthy lifestyle, motivation</p>
<p>Year 6</p>	<p>1-I can take responsibility for my health and make choices that benefit my health and wellbeing/ I can be motivated to care for my physical and emotional health.</p> <p>2-I know about different types of drugs and their uses and the effects on the body, particularly the liver and heart.</p> <p>3-I understand that some people can be exploited and made to do things that are against the law/ I can suggest ways that someone who is being exploited can help themselves.</p> <p>4-I know why some people join gangs and the risks this involves/I know some strategies I could use to avoid being pressurised.</p> <p>5-I understand what it means to be emotionally well and explore people's attitudes towards mental health/illness/ I know how to help myself feel emotionally healthy and recognise when I need help with this.</p> <p>6-I recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse/I can use different strategies to manage stress and pressure.</p>	<p>Responsibility, choice, immunisation, prevention</p> <p>Drugs, effects, motivation, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, legal highs</p> <p>Exploited, vulnerable, drugs, criminal, illegal, gangs</p> <p>Gang, pressure, strategies, reputation, anti-social behaviour, crime, illegal</p> <p>Mental health, emotional health, mental illness, symptoms</p> <p>Stress, triggers, strategies, managing stress, pressures</p>