

Healthy Me Puzzle Map - Ages 5-6

| Piece (lesson) | RSHE guidance | | Key Updates | Lesson Overview | Key vocabulary | PSHE Outcomes | Social and Emotional Outcomes |
|----------------------|---------------|--|---|--|---|---|--|
| | Relationships | Health & Wellbeing | | | | | |
| 1. Being Healthy | | GW: 1, 2 PHF: 1, 2, 3 HE: 1, 4 HP: 3, 4, 5 | -Enhanced: dental health and playing outdoors | Children explore the difference between healthy and less healthy choices, learning key ways to keep themselves healthy including balanced diet, sleep, physical activity, hygiene and hydration. Through songs, movement and discussion, children discover why these choices matter for their bodies and minds, helping them feel positive about making healthy choices that support their overall wellbeing. | Healthy Less healthy Balanced Exercise Sleep | I 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 |
| 2. Healthy Choices | | GW: 1, 2 PHF: 1, 2, 3 HE: 1, 2 HP: 2, 3, 4, 5 | -Enhanced: intro to sun safety and dental health | Children consolidate their understanding of healthy lifestyle choices by exploring multiple ways to keep themselves healthy, including choosing nutritious foods, staying active, getting enough sleep, protecting their skin from sun damage, and maintaining dental hygiene. Working in pairs, children identify and record the healthy choices they can make, discussing how making these choices makes them feel good about themselves and supports their overall wellbeing. | Healthy Less healthy Balanced Exercise Sleep Choices | I know how to make healthy lifestyle choices | I feel good about myself when I make healthy choices |
| 3. Clean and Healthy | | GW: 3 DATV: 1 (medicine) HP: 4, 5 PS: 1 | -Enhanced: personal hygiene, bacteria viruses and dental health | Children learn about bacteria and viruses (germs) and how washing hands with soap and water for 20 seconds effectively removes these microorganisms to keep them healthy. The lesson explores personal hygiene practices and household cleaning products, helping children distinguish between items safe for them to use and those requiring adult supervision, developing their understanding of keeping themselves safe. | Healthy Clean Body parts Toothbrush Shampoo Soap Hygienic Safe Germs Virus | 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 am special so keep myself safe |

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| 4. Medicine Safety | FP: 2 | GW: 1, 2, 5 PHF: 4 DATV: 1 HP: 5 PS: 1 | -Enhanced: bacteria and viruses, and self-care -Added downloadable teacher notes | Children learn to recognise signs of feeling unwell and explore self-care strategies that can help them feel better, including rest, drinking fluids, eating healthy foods and keeping warm. Medicines are introduced as something that can help our bodies when they need extra support, emphasising safe use with trusted adults following proper instructions, whilst understanding that some people need daily medicine to stay healthy. Through role play and sorting activities, children develop their understanding of what is healthy, unhealthy or OK sometimes. | Medicines Healthy Unhealthy Trust Safe | I understand how 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 | |
| 5. Road Safety | RKR: 11 | GW: 3, 4, 5 PS: 2 | -Updated slides to include more vocab | Children learn to assess risks when they are out and about, focusing on road safety by practising the steps for crossing safely (stop, look, listen, think). The lesson explores places and people that help them feel safe, and how to recognise and respond to feeling frightened by asking trusted adults for help. | Safe Eyes Ears Look Listen Wait | Scared Nervous Pavement Kerb Crossing Traffic lights Traffic | I know how to keep safe when crossing the road, and about people who can help me to stay safe | I can recognise when I feel frightened and know who to ask for help |
| 6. Happy, Healthy Me Puzzle outcome: Keeping clean and healthy | | GW: 1, 2 PHF: 1, 2 HP: 3, 4, 5 | -Enhanced: visuals on slides | Children consolidate their learning from across the Healthy Me unit by reflecting on the various ways to keep their bodies safe and healthy. Children recognise their bodies as amazing and celebrate how making healthy choices helps them feel happy | Keeping clean Healthy | I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy | I can recognise how being healthy helps me to feel happy | |

Healthy Me Puzzle Map - Ages 6-7

| Piece (lesson) | RSHE guidance | | Key Updates | Lesson Overview | Key vocabulary | PSHE Outcomes | Social and Emotional Outcomes |
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| | Relationships | Health & Wellbeing | | | | | |
| 1. Healthy Eating | RKR: 8 | HE: 1, 2, 3, 4 | <ul style="list-style-type: none"> -Previous lessons 1 (Being Healthy) and 2 (Being Relaxed) now updated and moved to Dreams and Goals. -This Piece was previously later in the Puzzle. | Children learn about the five food and how eating a variety of foods from each group helps keep them healthy. The lesson helps children develop a healthy relationship with food whilst recognising that everyone's dietary needs may be different. | Healthy Less healthy Balanced diet Portion Proportion | I can sort foods into the correct food groups and know which foods my body needs to keep me healthy | I have a healthy relationship with food and know which foods I enjoy the most |
| 2. Healthy Eating | | GW: 1, 2 PHF: (3) HE: 1, 2, 3 HP: 4, 5 | <ul style="list-style-type: none"> -Enhanced: additional visuals on balance, importance of handwashing, tooth decay -This Piece was previously later in this Puzzle | Children revisit and extend their understanding of balanced diets through making and tasting healthy snacks in groups, learning why nutritious foods provide energy and are good for their bodies. The lesson includes practising hand hygiene before food preparation and exploring how snacks contribute to overall food balance across the day, whilst experiencing the social benefits of sharing healthy food choices together. | Healthy Balanced diet Energy Nutritious | I can make some healthy snacks and explain why they are good for my body and give me energy | I can express how it feels to share healthy food with my friends |
| 3. Keeping Safe at Home | | GW: 3, 4, 5 PS: 1 | This is a new lesson for 2026 | Exploring what it means to be and feel safe at home, focusing on kitchen safety including recognising hazards, treating burns (cold water for 20 minutes), and Stop, Drop, Roll if clothes catch fire. The Jigsaw Safety STAR (Stop, Think, Assess, React) is introduced as a tool to identify risks and make safe choices, whilst learning to recognise feelings of worry or being unsafe and the importance of telling a trusted adult straight away. This lesson would tie in well with a visit from the fire service if possible. | Hazard Risk Safe Unsafe Assess React Stop, Drop, Roll Worry Scared | 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 when I feel worried or unsafe and know to tell an adult straight away |

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| 4. Safe Outside <i>New lesson</i> | FPWCFM: 1, 2 BS: 7 | GW: 1, 2, 3, 4, 5 PHF: 1 PS: 1, 2 | This is a new lesson for 2026 | Building on understanding of what it feels like to be safe or unsafe, this lesson applies the Jigsaw Safety STAR to identify risks and make safer choices when outdoors. Through following Jo and Jello's journey, pupils explore safety around roads (revisiting crossing procedures from Ages 5-6), parks, water hazards and railways, learning how barriers, crossings and safety rules help protect them. The lesson emphasises recognising physical feelings as useful warnings that signal when something is unsafe and knowing which trusted adults to tell when worried. | Safe Unsafe Risks Crossing Barriers Assess React | 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 can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice |
| 5. Medicine Safety | FPWCFM: 1, 2 RKR: 11 BS: 7 | GW: 1, 3, 5 PHF: 4 DATV: 1 HP: 1 PS: 1 | -This Piece was previously earlier in this Puzzle. No changes for 2026 | Builds on Ages 5-6 learning about self-care and seeking help when unwell, pupils explore how medicines work in our bodies and critical safety rules: never taking medicine without a trusted adult, only using prescribed doses, never sharing medicines, and proper storage. They learn that we cannot always identify what is or isn't medicine, learn to check with trusted adults, and recognise that sometimes we can help ourselves feel better without medicine. | Healthy Dangerous Medicines Safe Body | 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 |
| 6. Happy, Healthy Me! Puzzle outcome: Healthy recipes | | GW: 1, 2 HE: 1, 2 HP: 5 PS: 1 | -Enhanced: Mindfulness reflection in this lesson to make links between how feeling healthy and well is important for our mental wellbeing | Consolidates learning from Healthy Me Puzzle, exploring how our physical health and feelings are connected, and how making healthy choices helps us feel more confident and able to manage our emotions. Pupils reflect on what their bodies need to stay healthy and safe - including balanced diet, rest, safety from dangers, and appropriate use of medicine. | Healthy Unhealthy Safe Choices | I can explain how to keep my body healthy and safe at home and when I'm out | I can make good choices that help me stay healthy and safe |

Healthy Me Puzzle Map - Ages 7-8

| Piece (lesson) | RSHE guidance | | Key Updates | Lesson Overview Throughout there is a focus on adults being there to support us | Key vocabulary | PSHE Outcomes | Social and Emotional Outcomes |
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| | Relationships | Health & Wellbeing | | | | | |
| 1. Being Fit and Healthy | | GW: 1, 2 PHF: 1, 2, 3 HE: 1, 3, 4 | -Enhanced: Small changes around wording for balanced in preparation for introducing content in Age 9-10 yrs on impact of obesity | Learning about the importance of balancing energy intake from food and drink with physical activity to stay healthy. Through exploring how exercise affects our hearts and lungs, pupils discover many different ways to be physically active, including everyday activities like walking to school and helping in the garden. Each child sets their own realistic fitness challenge, recognising that everyone's body is individual and needs at least one hour of activity every day. | Oxygen Energy Calories / Kilojoules Heartbeat Lungs Heart Fitness | 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. Being Fit and Healthy | | GW: 1, 2 PHF: 1, 2, 3, 4 HE: 1, 2, 3, 4 HP: 1, 4 | Added: - reflections on spotting early signs of illness and on building a positive relationship with food -more detail of weights of foods to 'How Much Sugar?' resource | Focus on healthier and less healthy foods, and how too much sugar, saturated fat and salt is less healthy and looks at food labelling, and how much sugar you find in some types of food. Revisits idea of a healthy balance, and who to talk to if you are worried about your health. | Energy Calories Kilojoules Labels Sugar Fat Saturated Fat | 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. What Do I Know About Drugs? | BS: 6 | GW: 3, 4, 5, 9 DATV: 1 PS: 1 | -Updated some pictures of different drugs -Strengthened content around asking for help | Uses a draw-and-write assessment task to explore existing knowledge and attitudes towards drugs, recognising that the word 'drug' includes medicines which can help us if taken correctly. Pupils learn that not all drugs look the same and we cannot always tell if something is safe, emphasising the importance of never touching unknown substances and always checking with a trusted adult. The lesson helps pupils identify their feelings about drugs and know who they can talk to if worried or have questions. | Healthy Drugs Attitude | I can tell you my knowledge and attitude towards drugs | I can identify how I feel towards drugs |

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| 4. Being Safe Puzzle outcome: Keeping safe | BS: 7 | GW: 3, 4, 5, 9 PS: 1, 2 BFA: 1 | Strengthened: -feelings around making decisions, and how to manage these. -who to talk to if you are worried - added the Jigsaw Safety Star to help scaffold learning | Learning how and when to call 999 and understanding what each emergency service does. The lesson revisits the Jigsaw Safety STAR (Stop, Think, Assess, React) to help pupils decide whether situations are emergencies requiring 999 or need a trusted adult's help instead. Pupils practice emergency calls through role play, learn what information the operator needs, and explore how recognising feelings of anxiety or fear helps them make safer decisions and know when to ask for help. | Safe Anxious Scared Strategy Advice Dangerous Emergency Services Ambulance Fire engine Police car Coastguard helicopter | 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 express how being anxious or scared feels |
| 5. Safe or Unsafe | OSA: 2,4,5 BS: 1, 4, 5 (OSA 2, 4, 5, and BS4 through scenarios as selected by teacher) | GW: 1, 2, 3, 4, 5 WO: 11 PHF: 1 PS: 1, 2 | -Adapted: focus of this lesson now is through water safety, introducing Water Safety Code | Drawing on previous learning, pupils learn the Water Safety Code: Stop and Think, Stay Together, Float on Your Back if in Trouble, and Call 999. The lesson explores serious water risks including cold water shock, hidden depths and currents, emphasising never going near water without adult supervision. Through scenarios, pupils practice using the Safety STAR to identify when situations become unsafe, recognising uncomfortable feelings as important warnings to help make safer choices. | Safe Harmful Risk Feelings Responsibility Safe Unsafe | I can identify when something feels safe or unsafe | I can take responsibility for keeping myself and others safe |
| 6. My Amazing Body | | GW: 1, 2, 9 PHF: 1,2,3 HE: 1, 2, 3, 4 DATV: 1 PS: 1, 2 BFA: 1 | -New image to support bringing together of learning in Let Me Learn | Consolidating learning from across the Healthy Me unit, pupils evaluate their progress with fitness challenges set at the start and explore fascinating facts about how complex the human body is, understanding the importance of taking care of it. Pupils draw together their learning about balanced diet, exercise, safety strategies and the Safety STAR to create resources about staying safe and healthy. The lesson serves as summative assessment and concludes with children receiving personalised certificates recognising their progress. | Complex Appreciate Body Healthy Safe Choice Risk | 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 |

Healthy Me Puzzle Map – Ages 8-9

| Piece (lesson) | RSHE guidance | | Key Updates | Lesson Overview Throughout there is a focus on adults being there to support us | Key vocabulary | PSHE Outcomes | Social and Emotional Outcomes |
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| | Relationships | Health & Wellbeing | | | | | |
| 1. My Friends and Me | FPWCFM: 1, 4 CF: 1, 3, 4 RKR: 8 OSA: 4 BS: 1 | GW: 3, 4, 5, 6 WO: 10 | Strengthened: -how everyone feels lonely at times and who to talk to -how we share different levels of information with different people (supports other learning for sharing details online WO10, OS4) | Exploring how different friendship groups are formed and recognising that relationships with friends and family can change over time, as a natural part of life. Pupils learn how different friendships involve different levels of trust and connection, from closest friends and family to acquaintances. The lesson helps pupils identify which friends they value most and why, recognising that feeling lonely sometimes is normal for everyone and there are ways to help ourselves and others when experiencing these feelings. (This Piece builds on adapted Group Dynamics Lesson that is now in Dreams and Goals.) | Friendships Emotions Healthy Relationships Friendship groups Value Trust Lonely | I recognise how different friendship groups are formed, how I fit into them and the friends I value the most | I can identify the feelings I have about my friends and my different friendship groups |
| 2. Staying Safe with Friends | CF: 2, 4, 6, 7 RKR: 1, 2, 3, 4, 11 BS: 1, 6, 7 | GW: 3, 4, 5 PS: 1, 2 BFA: 1 | New lesson for 2026 -Previous Piece 2 now updated and in Dreams ad Goals. | Peer influence and peer pressure are explored in more depth, and children consider how this could have an impact on someone's evaluation of risk when out of the home. The Jigsaw Safety Star is revisited as a tool to help children consider how to manage feelings and information in risky situations so they can make an informed and safer choice for themselves. Train safety, especially level crossings, are introduced as an example of a safety hazard, and calling 999 is revisited from previous year groups, and the importance of using a phone to call for help, not to film. | Friendship groups Roles Leader Follower Assertive Agree/disagree Puberty | 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 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 |
| 3. Smoking and Vaping | RKR: 8, 11 BS: 1, 7 | GW: 3, 4, 5 WO: 7, 9 DATV: 1 | New lesson name and learning intention Enhanced: - who to go to for help - added new scenario related to stress and vaping | Learning about the effects of smoking and vaping on health, and exploring why people might start smoking or vaping, often due to peer pressure or influence when wanting to be part of a group. Through role-play scenarios, pupils explore different ways of responding to peer influence, recognising negative feelings such as embarrassment, shame or inadequacy that can make it hard to resist pressure. The lesson emphasises healthier ways to manage stress and reinforces knowing which trusted adults to speak to if worried, whilst developing skills to act assertively and make safer choices. | Smoking Vaping Pressure Peers Guilt Advice | I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape | 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 |

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| 4. Alcohol | FPWCFM: CF: 4 RKR:2, 3, 4, 11 OSA: BS: 1, 5, 7 | GW: 2, 3, 4, 5, 9, 10 WO: PHF:4 HE: DATV:1 HP: PS: 2 BFA: DB: | Enhanced with: -emotional and physical feelings related to peer influence and pressure | Building on previous learning about peer pressure, this lesson explores alcohol's effects on health, and the reasons people might drink, including wanting to fit in with others or believing it helps manage difficult feelings. Pupils use role-play scenarios to practice assertive responses to peer influence around alcohol, whilst understanding how feelings like embarrassment or inadequacy can challenge our ability to make safer choices. The lesson reinforces identifying healthier stress management strategies and knowing which trusted adults can provide support when facing pressured situations. | Alcohol Liver Disease Embarrassment Pressure Assertive | 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 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 |
| 5. Healthy Friendships | FPWCFM: 2 CF: 1, 2, 4, 6, 7 RKR: 3, 4, 5, 9, 11 BS:1, 5, 6, 7 | GW: 3, 4, 5, 7, 9 PHF: 4 DATV: 1 PS: 2 | Significant changes: -Aiden's replaced with Sam's story with younger children, and relating to alcohol, peer influence and railway safety. -Enhanced role of family for support | Through Sam's story about being pressured to go near railway tracks, pupils explore how friendships can change from healthy to unhealthy when pressure, lying and risky behaviour become involved. The lesson examines feelings of anxiety, fear and confusion when wanting to maintain friendships whilst knowing actions are unsafe, including risks when alcohol affects people's judgement. Pupils identify features of healthy positive friendships versus less healthy relationships, understanding that real friends don't pressure others to do dangerous things and recognising the importance of allowing friends to say no without making them feel bad. | Pressure Peers Anxiety Fear | I can 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 gee associate with peer pressure |
| 6. Celebrating My Inner Strength and Assertiveness | FPWCFM: 1, 2 CF: 2, 4, 6, 7 RKR: 2, 3, 4, 5, 11 OSA: 1, 2, 3 BS: 1, 5, 7 | GW: 3, 4, 5, 6, 7, 9 WO: 2, 4, 8, 11 DATV: 1 PS: 2 | -Adapted to continue new story started in Piece 5 Extended: -to include minimum age for social media -concerns about getting into trouble -where to go for help and support, including if lonely | Concluding Sam's story where he chooses safety over peer pressure, this lesson helps pupils explore their personal beliefs about right and wrong, understanding how these develop and change as they grow older. Through discussing Sam's decisions at different ages and working on assertiveness scenarios including online unkindness, pupils develop skills to tap into their inner strength and act assertively even in difficult situations. The lesson consolidates learning from across the Healthy Me unit, serving as summative assessment and concluding with children receiving personalised certificates recognising their progress. | Believe Assertive Opinion Right Wrong | 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 |

Healthy Me Puzzle Map – Ages 9-10

| Piece (lesson) | RSHE guidance | | Key Updates | Lesson Overview Throughout there is a focus on adults being there to support us | Key vocabulary | PSHE Outcomes | Social and Emotional Outcomes |
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| | Relationships | Health & Wellbeing | | | | | |
| 1. Smoking and Vaping | | GW: 2 WO: 7 DATV: 1 | Updated: -All links and data to latest figures -Smoking Quiz now a smoking and vaping quiz New: -Nicotine pouches -Consideration of early signs of illness - Resource Sheet for Let Me Learn to support reflection on influences | Building on Ages 8-9 learning, pupils explore how cigarettes, vapes and nicotine pouches all contain nicotine, creating an addictive cycle of repeated exposure to harmful chemicals. Pupils learn that whilst vaping contains fewer harmful chemicals than smoking, it is still harmful to health, particularly for developing brains and bodies. The lesson analyses how tobacco and vaping companies use marketing tactics, flavours and social media influence to make products appealing, helping pupils make informed decisions and resist pressure. | Choices Smoking Tobacco Nicotine Addicted Informed decision Pressure Media Influence Vaping | 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 can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure |
| 2. Alcohol | CF: 5, 6, 7 RKR: 1, 2, 3, 5, 7, 11 BS: 1, 7 | GW: 3, 4, 5 DATV: 1 BFA: 1 | No changes for 2026 | Children build on learning from previous year about the effects of alcohol on the body and on people's behaviour. They consider choices made in Greg and Lottie's story (updated in 2024) to consider why teens may try alcohol and the potential impact of this on relationships, safety and other aspects of their lives. | Choices Healthy behaviour Unhealthy behaviour Informed decision Pressure Media Influence | I know some of the risks with misusing alcohol, including anti-social 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 |
| 3. Emergency Aid | BS: 7 | GW: 3, 4, 5 PS: 1, 2 BFA: 1, 2 | Strengthened: -reflections on how feelings in time of emergency and how to apply skills when feeling under pressure -Added Jigsaw Safety Star to support decision making | In this lesson children consider how they may feel and react in different emergency situations, and the importance of staying calm in order to make informed, safer decisions. The Jigsaw Safety Star is used to support considerations of how to make an informed decision rather than being taken over by a range of different emotions that could make it harder to keep themselves and others safe. The Recovery Position is taught step-by-step and can be further explored in scenarios in Let Me Learn. | Emergency procedure Recovery position Calm Level-headed | I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations | I know how to keep myself calm in emergencies |

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| 4. Body Image | CF: 1, 2 RKR: 3, 5, 6, 7, 8, 11 OSA: 1, 2, 3 BS: 1 | GW: 3, 4, 5, 7 WO: 1, 2, 3, 4, 5, 7, 8 | Changes: -lesson condensed -further reflection on minimum age for use of social media | Exploring body image and how media, social media and celebrity culture promote unrealistic body types through heavily altered images, including automatic phone filters and AI technology that change appearances without users realising. Pupils learn that 99% of fashion magazine images are digitally retouched and understand there is no such thing as "looking normal" - everyone is different. Through responding to text message scenarios, pupils develop strategies to maintain positive self-image, avoid unfair comparisons, and support others who feel unhappy about their appearance. | Body image Media Social media Celebrity Altered Self-respect Comparison | I understand how the media, social media and celebrity culture promotes certain body types | 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 |
| 5. My Relationship with Food Puzzle Outcome: Healthy Body Image | OSA: 2 BS: 7 | GW: 2, 3, 4, 5, 10 WO: 7, 9 HE: 1, 2, 3, 4 HP: 1 | Added more: - balanced diet - sources of support reliability of information sources -why less healthy foods advertised and impact on informed choices | Revisiting balanced diet from earlier years, pupils explore how people have different relationships with food based on various factors including preferences, energy needs, allergies and medical conditions. The lesson examines external influences on food choices, particularly how advertising uses persuasive messages targeting specific audiences, and why UK government has restricted junk food advertising to children. Pupils learn obesity in medical terms as when bodies store more energy than used, understanding this can be addressed through healthy eating and activity. Creating "recipes for healthy body image," pupils recognise that treats have a place within balanced diets. | Body image Informed decisions/choices Pressure Obesity | I can describe the different attitudes people have to food and how these can be affected by external influences | I respect and value my body |
| 6. Healthy Me Assessment Opportunity | FPWCFM: 2, 4 CF: 1,2 RKR: 2, 8 OSA: 2 | GW: 1, 2, 3, 4, 5, 6, 9, 10 WO: 1, 2, 3, 7 PHF: 1, 2, 3 HP: 1 | Added: -new slides on what healthy looks and feels like -sentence stems for debate activity | Consolidating learning from across the Healthy Me unit, pupils explore what makes a healthy lifestyle including physical health, mental wellbeing and positive relationships, whilst identifying early warning signs when something isn't right. Through a structured debate about whether media and social media help motivate people to live healthy and safe lifestyles, pupils develop persuasive arguments for both sides before voting on the question. The lesson emphasises responsible and safe media use, distinguishing facts from assumptions. | Debate Opinion Fact Choices Healthy lifestyle Motivation | I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy | I am motivated to keep myself healthy and happy |

Healthy Me Puzzle Map – Ages 10-11

| Piece (lesson) | RSHE guidance | | Key Updates | Lesson Overview | Key vocabulary | PSHE Outcomes | Social and Emotional Outcomes | |
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| | Relationships | Health & Wellbeing | | | | | | |
| 1. Taking responsibility for my health and well-being | OSA: 3 BS: 3 | GW: 2, 3, 4, 5, 9, 10 WO: 3, 6 PHF: 1, 2, 3, 4 HE: 1, 2, 3, 4 DATV: 1 HP: 1, 2, 3, 4, 6 | Enhanced content to reflect: -spotting early signs of illness, personal hygiene, sun protection viruses and vaccinations | This lesson looks at how we can take responsibility for different aspects of physical health and wellbeing, starting with a range of different things that affect our daily health, whilst allowing children to discuss and demonstrate what they already know based on previous learning in school and personal experience. Role play scenarios provide a distanced opportunity for pupils to further explore how they could manage health and wellbeing in different situations. | Responsibility Choice Immunisation Prevention | I can take responsibility for my health and make choices that benefit my health and well-being | I am motivated to care for my physical and emotional health | |
| 2. Drugs | BS: 3, 6, 7 | GW: 2, 9 DATV: 1 PS: 1 | Added: -Jigsaw Safety Star to help decide on how to stay safe and whether to get further help; | Pupils learn what we mean by 'drugs' including unrestricted, restricted, prescribed and illegal and develop understanding that all drugs can be harmful. Reasons people may use drugs is revisited from previous year's learning, and the Jigsaw Safety Star is used to help pupils consider how to make a decision about whether they or themselves are safe in a drug related situation. | Drugs Effects Motivation Prescribed Unrestricted Over-the-counter Restricted | Illegal Volatile substances Synthetic highs New psychoactive substances | I know about different types of drugs and their uses and their effects on the body particularly the liver and heart | I am motivated to find ways to be happy and cope with life's situations without using drugs |
| 3. Exploitation | FPWCFM: 1,2, CF: 7 RKR: 2, 4, 11 BS: 2, 4, 5, 6, 7 | GW: 3, 4, 5, 9 DATV: 1 | No changes for 2026 | Through Ava and Kiran's story, pupils explore how some people can be exploited and pressured into doing illegal things, understanding the tactics gangs use to recruit and trap children through offers of money or possessions. Pupils identify 'danger points' and 'choice points' in the story where Kiran could have taken action to help himself, recognising warning signs like feeling something isn't right or being told to keep secrets. The lesson emphasises the importance of talking to trusted adults when worried and provides strategies for staying safe if faced with risky or criminal situations. | Exploited Vulnerable Drugs Criminal Illegal Gangs | 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 | |

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| 4. Gangs | CF: 1, 2, 3, 4, 6, 7 RKR: 2, 4, 5, 11 BS: 1, 5, 6, 7 | GW: 3, 4, 6, 9 DATV: 1 PS: 1 | No changes for 2026 | Exploring different meanings of "gangs" - from harmless friend groups to dangerous criminal organisations - pupils learn to recognise the difference between safe and unsafe groups. Through matching activities, pupils examine various reasons people join gangs including peer pressure, financial pressures, protection, status, family problems or loneliness, whilst understanding these aren't good reasons for joining dangerous groups. The lesson provides strategies to avoid pressure, alternatives to gang involvement, and emphasises talking to trusted adults if worried or wanting to leave a risky group. | Gang Pressure Strategies Reputation Anti-social behaviour Crime Illegal | I know why some people join gangs and the risks this involves | I can suggest strategies someone could use to avoid being pressurised |
| 5. Emotional and Mental Health | FPWCFM: 1, 2, 4 RKR: 4, 8, 11 BS: 7 | GW: 2, 3, 4, 5, 6, 9, 10 HP: 1, 3 | Enhanced to: -link to spotting early signs of poor mental health -add further content on who to talk to -link more explicitly to feelings of being lonely | Using the "emotional well" metaphor, pupils explore mental and emotional health, understanding that just like physical health, everyone experiences times when mental health is better or worse. The lesson explains mental illness as common and not shameful, identifying early warning signs such as losing motivation, not enjoying usual activities, or increased tiredness. Pupils develop strategies to maintain positive mental health by recognising what fills their emotional well with positive feelings and how to repair "leaks" caused by negative emotions, whilst knowing when and how to seek help from trusted adults. | Mental health Emotional health Mental illness Symptoms | I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness | I know how to help myself feel emotionally healthy and can recognise when I need help with this |
| 6. Managing Stress and Pressure Puzzle Outcome: Healthy Body, Healthy Mind Assessment Opportunity | FPWCFM: 1, 2, 4 RKR: 3, 8, 11 BS: 7 | GW: 1, 2, 3, 4, 5, 6, 9, 10 PHF: 1, 2, 4 DATV: 1 HP: 1 | Enhanced content to: -normalise asking for help from others, making clear that adults also need help sometimes/ | Consolidating learning from across the Healthy Me unit, pupils explore stress triggers and understand how pressure can lead some people to adopt unhealthy coping strategies including substance misuse or joining gangs, which may worsen problems long-term. Pupils learn to recognise early signs of stress and develop positive physical and mental strategies for managing pressure, understanding that seeking help from trusted adults or support services demonstrates strength. Creating strategy cubes, pupils identify practical ways to maintain their emotional wellbeing. | Stress Triggers Strategies Managing stress Pressure | I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse | I use different strategies to manage stress and pressure |