



## 'Goodness and Mercy' Progression Outcomes Statements (Health Education) mapped to Jigsaw, the mindful approach to PSHE



This document aims to support Church of England schools using Jigsaw PSHE to see how Jigsaw aligns to and works with 'Goodness and Mercy'. It takes the Progression Outcomes Statements from the Diocese of Bristol 'Goodness and Mercy' programme and gives examples of where this topic is evident within primary and secondary Jigsaw PSHE.

As Jigsaw is a spiral curriculum, where topics are introduced and learning built week on week and year on year, the areas listed in the bullet points are or could be covered progressively throughout the lessons listed. For detail of how Jigsaw, the mindful approach to PSHE, fully meets the DfE Statutory RSHE Guidance in lesson-by-lesson detail, please see our Jigsaw mapping documents.

The areas in orange, which are specifically the remit of Church Schools, are not detailed explicitly in Jigsaw PSHE, but could easily be included at the teacher's discretion.

Strand	KS1 outcomes	Where covered in Jigsaw Pieces = Lessons	KS2 outcomes	Where covered in Jigsaw Pieces = Lessons	KS3/4 outcomes	Where covered in Jigsaw Pieces = Lessons
<b>Sleep, rest and hygiene</b>	<ul style="list-style-type: none"> <li>• Pupils can describe how to look after themselves.</li> <li>• Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep (Science)</li> </ul>	<p><b>Year 1</b> Healthy Me, Pieces 1, 2, 3, 6</p> <p><b>Year 2</b> Healthy Me, Pieces 2, 6</p>	<ul style="list-style-type: none"> <li>• Pupils can explain why it is important to look after themselves.</li> <li>• Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this.</li> <li>• Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so.</li> <li>• Pupils can explain why good sleep and rest are important and</li> </ul>	<p><b>Year 3</b> Healthy Me, Piece 6</p> <p><b>Year 5</b> Healthy Me, Piece 6</p> <p><b>Year 6</b> Healthy Me, Pieces 1, 5 and 6 Changing Me Piece 2 (personal hygiene)</p> <p>Additional lessons on Sun Safety can be found in the Community Area.</p>	<ul style="list-style-type: none"> <li>• Pupils can identify what happens when people sleep, explain what factors can prevent good sleep; can identify useful strategies and behaviours that will aid good sleep.</li> <li>• Pupils can explain strategies for maintaining personal hygiene, including oral health and the prevention of infection.</li> <li>• Pupils can explain the importance of taking increased responsibility for their own physical health including dental check-ups, sun-safety and self-examination (especially in late KS3 breast/testicular self-examination).</li> <li>• Pupils can explain the purpose of vaccinations offered during adolescence for individuals and society</li> </ul>	<p><b>Year 9</b> Changing Me, Piece 3</p> <p><b>Year 10</b> Dreams and Goals, Piece 4</p> <p><b>Year 10</b> Healthy Me, Piece 1</p> <p><b>Year 8</b> Healthy Me, Piece 1</p> <p><b>Year 8</b> Healthy Me, Piece 1</p> <p><b>Year 11</b> Healthy Me, Piece 2</p>

			<p>what the effects of not getting enough sleep can be.</p>		<ul style="list-style-type: none"> <li>• Pupils can assess risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds.</li> <li>• Pupils will be able to explain the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM. (Citizenship)</li> </ul>	<p><b>Year 7</b> Healthy Me, Piece 5</p> <p><b>Year 10</b> Changing Me, Piece 5</p> <p><b>Year 7</b> Changing Me, Piece 1 <b>Year 11</b> Relationships, Piece 5</p>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• Pupils can identify and list many healthy and less healthy foods.</li> </ul>	<p><b>Year 1</b> Healthy Me, Pieces 2, 4</p> <p><b>Year 2</b> Healthy Me, Pieces 4, 5 and 6</p>	<ul style="list-style-type: none"> <li>• Pupils can plan a healthy diet and describe the dangers of an unhealthy one.</li> </ul>	<b>Year 3</b> Healthy Me, Pieces 1 and 2.	<ul style="list-style-type: none"> <li>• Pupils can explain the role of a balanced diet as part of a healthy lifestyle and explain the impact of unhealthy food choices on health and life expectancy.</li> <li>• Pupils can explain what might influence decisions about eating a balanced diet and suggest strategies to manage eating choices.</li> </ul>	<p><b>Year 7</b> Healthy Me, Piece 4</p> <p><b>Year 7</b> Dreams and Goals, Piece 4</p>
<b>Spiritual practices</b>	<ul style="list-style-type: none"> <li>• Pupils will have observed/experienced/participated in some calming spiritual time.</li> </ul>	<p>Calm Me within every lesson. Pause Points add to this.</p> <p><b>Year 2</b> Healthy Me, Piece 2.</p>	<ul style="list-style-type: none"> <li>• Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.</li> </ul>	<p>Calm Me within every lesson. Pause Points add to this. Specifically in <b>Year 6</b> Healthy Me, Pieces 5 and 6. Relationships, 1 and 2.</p>	<ul style="list-style-type: none"> <li>• Pupils can explain at least three different spiritual practices, evaluate their impact on health and wellbeing and articulate their personal preferences, giving reasons.</li> </ul>	<p><b>Year 9</b> Dreams and Goals, Piece 3</p> <p><b>Year 9</b> Changing Me, Piece 3</p>

<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>Pupils can name and talk about different kinds of exercise.</li> </ul>	<p><b>Year 1</b> Healthy Me: Piece 1</p> <p><b>Year 2</b> Healthy Me, Piece 1</p>	<ul style="list-style-type: none"> <li>Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.</li> </ul>	<p><b>Year 3</b> Healthy Me, Pieces 1 and 2</p>	<ul style="list-style-type: none"> <li>Pupils can explain the benefits of physical activity and exercise for physical and mental health and for wellbeing.</li> <li>Pupils can recognise and manage what influences their choices about physical activity; can outline strategies for managing their physical activity and exercise. (PE)</li> </ul>	<p><b>Year 7</b> Healthy Me, Piece 2 <b>Year 10</b> Dreams and Goals, Piece 2</p> <p><b>Year 7</b> Healthy Me, Piece 2 <b>Year 10</b> Dreams and Goals, Piece 2</p>
<p><b>Mental health, wellbeing and emotional literacy</b></p>	<ul style="list-style-type: none"> <li>Pupils can talk about their emotions, (such as when they are happy, sad, angry or afraid) and understand when those emotions are helpful.</li> <li>Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings</li> </ul>	<p>All lessons but specifically</p> <p><b>Year 1</b> Healthy Me, Piece 6</p> <p><b>Year 2</b> Healthy Me, Piece 2</p> <p><b>Year 2</b> Relationships, piece 3.</p> <p><b>Year 1</b>, Healthy Me, Piece 6</p> <p><b>Year 2</b> Healthy Me, Piece 2</p>	<ul style="list-style-type: none"> <li>Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others.</li> <li>Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and</li> </ul>	<p><b>Year 3</b> Being Me in My World, Piece 2, Healthy Me, Pieces 3 and 4</p> <p>Calm Me teaches the children strategies to manage feelings in every lesson.</p> <p>Mental health: <b>Year 6</b>, Healthy Me, Pieces 1, 5 and 6</p> <p>Moving to a new school: <b>Year 6</b>: Changing Me, Piece 6.</p>	<ul style="list-style-type: none"> <li>Pupils can understand their connections with others and be aware of their own and others' mental wellbeing.</li> <li>Pupils can understand the importance of challenging stigma related to mental health.</li> <li>Pupils will be able to articulate the importance of promoting emotional wellbeing and healthy coping strategies.</li> <li>Pupils can explain the importance of developing 'digital resilience' in the context of online pressures and will be able to reframe negative thinking.</li> <li>Pupils will be aware of unhealthy coping strategies such as self-harm and eating disorders.</li> <li>Pupils will be able to show an understanding of common mental health</li> </ul>	<p><b>Year 10</b> Healthy Me, Piece 4</p> <p><b>Year 9</b> Dreams and Goals, Piece 4</p> <p><b>Year 9</b> Dreams and Goals, Piece 4</p> <p><b>Year 8</b> Dreams and Goals, Piece 3</p>

			concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move.		concerns such as anxiety and depression. Pupils will be able to talk about where people can go for further support should they need it.	<p><b>Year 9</b> Changing Me, Piece 2</p> <p><b>Year 11</b> Dreams and Goals, Piece 1</p> <p><b>Year 10</b> Healthy Me, Piece 4</p>
<b>Screen time and screen-safety</b>	<ul style="list-style-type: none"> <li>• Pupils can list some of the ways that screens improve their lives.</li> <li>• Pupils can list some rules about the limits for using screens that can keep people healthy.</li> <li>• Pupils can identify how people use 'masks' online to be nasty and who to ask for help.</li> <li>• Pupils can list what information should or should not be shared. (Safeguarding)</li> </ul>	Covered in <b>Year 3</b> , Relationships, Piece 3 <b>Year 5</b> , Relationships, Pieces 2, 3, 4 and 5	<ul style="list-style-type: none"> <li>• Pupils can explain how to make wise choices online and why limiting screen time is a good idea.</li> <li>• Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.</li> </ul>	<p><b>Year 3</b>, Healthy Me, Piece 5.</p> <p><b>Year 5</b>, Relationships, Pieces 2, 3, 4, 5 and 6</p> <p><b>Year 6</b>, Relationships, Pieces 5 and 6.</p>	<ul style="list-style-type: none"> <li>• Pupils can explain the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues.</li> <li>• Pupils can demonstrate an understanding of how people present themselves online and how that can have positive and negative impacts on them</li> <li>• Pupils can describe how to make and act on informed decisions about whether different media and digital content are appropriate to view.</li> <li>• Pupils can explain that there are positive and safe ways to create and share content online and the opportunities this offers.</li> <li>• Pupils can show an understanding of different strategies for protecting and enhancing their personal and professional reputation online.</li> <li>• Pupils can describe how social media may</li> </ul>	<p><b>Year 8</b> Dreams and Goals, Piece 3</p> <p><b>Year 10</b> Dreams and Goals, Piece 3</p> <p><b>Year 7</b> Changing Me, Piece 4</p> <p><b>Year 10</b> Dreams and Goals, Piece 3</p> <p><b>Year 8</b> Changing Me, Piece 4</p> <p><b>Year 9</b> Relationships, Piece 3</p> <p><b>Year 8</b> Dreams and Goals Piece 3</p> <p><b>Year 7</b> Being Me in My World, Piece 4</p>

					<p>disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; can recognise why and how this may influence opinions and perceptions of people and events.</p> <ul style="list-style-type: none"> <li>• Pupils can explain why there is a shared responsibility to challenge extremism in all its forms. (Citizenship/ British Values)</li> <li>• Pupils can explain how personal data is generated, collected and shared, including by individuals, and the consequences of this.</li> <li>• Pupils can show understanding about how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this.</li> <li>• Pupils can describe useful strategies to critically assess bias, reliability and accuracy in digital content.</li> </ul>	<p><b>Year 10</b> Being Me in My World, Piece 3</p> <p><b>Year 7</b> Being Me in My World, Piece 5 <b>Year 10</b> Being Me in My World, Piece 4</p> <p><b>Year 10</b>, Being Me in My World, Piece 4</p> <p><b>Year 7</b>, Being Me in My World, Piece 5 <b>Year 10</b>, Being Me in My World, Piece 3</p> <p><b>Year 10</b>, Being Me in My World, Piece 3</p>
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						<b>Year 7, Relationships, Piece 4</b>
<b>Alcohol, smoking and drugs</b>			<ul style="list-style-type: none"> <li>• Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. <b>(Citizenship)</b></li> <li>• Pupils show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break.</li> <li>• Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</li> <li>• Pupils can talk about the organisations that can support people around</li> </ul>	<p>Drugs: <b>Year 3</b>, Healthy Me, Piece 3</p> <p>Smoking: <b>Year 4</b>, Healthy Me, Piece 3</p> <p>Alcohol: <b>Year 4</b>, Healthy Me, Piece 4</p> <p><b>Year 5</b>: Recap: Healthy Me, Pieces 1 and 2</p> <p><b>Year 6</b> Recap: Healthy Me, Pieces 2 and 3.</p>	<ul style="list-style-type: none"> <li>• Pupils can describe the reasons why people drink alcohol and the impact it can have, and the consequences of the possibly associated behaviour.</li> <li>• Pupils can identify and assess the risks of underage drinking.</li> <li>• Pupils can suggest strategies to manage peer pressure around alcohol misuse and identify sources of guidance and support.</li> <li>• Pupils can present information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</li> <li>• Pupils can show an understanding of the law relating to the supply, use and misuse of legal and illegal substances. <b>(Citizenship/ British Values)</b></li> <li>• Pupils can explain the concepts of dependence and addiction, including awareness of help available to overcome addictions. Pupils can explain where people might be able to go</li> </ul>	<p><b>Year 9</b>, Healthy Me, Piece 2</p> <p><b>Year 10</b>, Healthy Me, Piece 3</p> <p><b>Year 9</b>, Healthy Me, Piece 2</p> <p><b>Year 9</b>, Being Me in My World, Piece 2</p> <p><b>Year 10</b>, Healthy Me, Piece 3</p> <p><b>Year 9</b>, Healthy Me, Piece 2</p> <p><b>Year 9</b>, Healthy Me, Piece 5</p>

			alcohol, tobacco or other drug use; know people they can talk to if they have concerns.		for help with such addictions.	
<b>First Aid</b>	<ul style="list-style-type: none"> <li>Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say).</li> </ul>	Covered in <b>Year 3</b> , Healthy Me, Piece 4.	<ul style="list-style-type: none"> <li>Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries).</li> </ul>	<b>Year 3</b> , Healthy Me, Piece 4.  <b>Year 5</b> Healthy Me, Piece 3	<ul style="list-style-type: none"> <li>Pupils will be able to demonstrate that they know how to get help in an emergency and how to perform basic First Aid and life-saving skills including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</li> </ul>	<b>Year 9</b> , Healthy Me, Piece 4 <b>Year 11</b> Being Me in My World, Piece 5
<b>Puberty</b>			<ul style="list-style-type: none"> <li>Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams. (Science)</li> <li>Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the</li> </ul>	<b>Year 3</b> , Changing Me, Pieces 3 and 4  <b>Year 4</b> , Changing Me, Piece 3,  <b>Year 5</b> , Changing Me, Pieces 2 And 3  <b>Year 6</b> , Changing Me, Piece 2	<ul style="list-style-type: none"> <li>Pupils will be able to describe strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</li> </ul>	<b>Year 9</b> , Changing Me, Piece 5

			process of puberty relates to human reproduction. (Science)			
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<p><b>Key theology for Church of England / Methodist schools</b></p>	<ul style="list-style-type: none"> <li>Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: “You are fearfully and wonderfully made” (Psalm 139) and “God saw that it was very good” (Genesis 1).</li> <li>Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.</li> </ul>		<ul style="list-style-type: none"> <li>Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people’s regard for themselves and enjoyment of living in their bodies.</li> <li>Pupils will be able to explain the</li> </ul>		<ul style="list-style-type: none"> <li>Pupils can explain their Church school’s beliefs about Imago Dei and stewardship: why humans are worth looking after. Pupils can evaluate three other opinions about why humans might be of huge value (Humanist and two other religious traditions). Pupils can appraise those views and then state and reason their own opinion about human worth.</li> <li>Pupils can explain why people sometimes fail to look after themselves despite knowing the factual information about</li> </ul>	
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			<p>Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds</p>		<p>how to do so (e.g. they know that exercise and healthy food will make them well but they still make poor choices). Pupils will be able to refer to the Christian belief in the Fall, the ideas of temptation, forgiveness, redemption and a call into a closer union with and likeness to God ('holiness') to help them overcome their weaknesses. They will be able to offer other interpretations and strategies for coping with human weakness and be able to express their own opinion.</p>	
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