



Curriculum for Wales

Health and Well-being: Area of Learning and Experience (AoLE)

How does Jigsaw 3-11 cover the Health and Well-being AoLE?

Jigsaw, the mindful approach to Health and Wellbeing:

Jigsaw 3-11 is an integrated scheme of learning, for Personal and Social Education (PSE), with particular emphasis on emotional literacy, mental health, and Education for Sustainable Development and Global Citizenship (ESDGC).

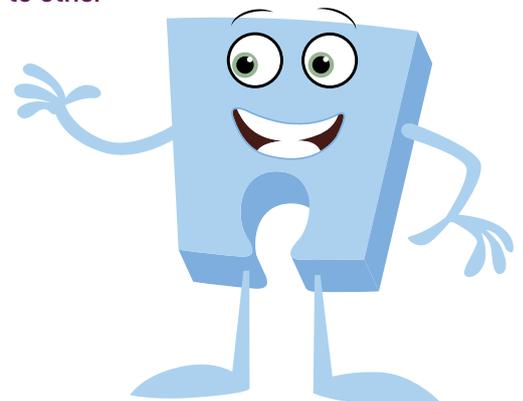
Jigsaw provides teachers with detailed, weekly lesson plans and all the resources needed to deliver an engaging and relevant, spiral Health and Wellbeing curriculum.

The expectations set out in the Health and Wellbeing AoLE are comprehensively covered through Jigsaw's spiral curriculum, ensuring that pupils develop the fundamental components of this Area; physical health and development, mental health, and emotional and social wellbeing.

Jigsaw aims to educate learners, to recognise that good health and well-being is important to enable successful learning. With mindfulness philosophy and practice woven throughout, Jigsaw is a unique, progressive and effective scheme of work for this area of the curriculum.

Jigsaw addresses the needs of children today.

Designed as a whole-school approach, Jigsaw aims to equip children for life, helping them really know and value who they are and how they relate to other people in this ever-changing world.



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How Jigsaw, the mindful approach to Health and Wellbeing contributes to the Four Purposes:

The Curriculum for Wales guidance states that the four purposes should be the starting point and aspiration for schools' curriculum design. Ultimately, the aim of a school's curriculum is to support its learners to become:



We are confident that the Jigsaw Health and Well-being teaching and learning programme fully supports schools in these aims.

How does the Jigsaw Programme support the four purposes?



ambitious,
capable learners,
ready to learn
throughout their
lives

Throughout Jigsaw, children are taught to recognise their own self-worth and capabilities and willingness to learn. This directly links the Curriculum for Wales where children are expected to set themselves high standards to seek and enjoy challenge. This is especially true within the Puzzle (6-week unit) entitled "Dreams & Goals" which encourages the children to be aspirational, resilient in the face of disappointment and to break goals down into manageable steps so that they can enjoy success. The children in Wales are expected to build up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.

Within the Jigsaw sessions, they can work independently as well as collaboratively and learn group-management skills in order to embed these skills and attributes that they will need to carry these experiences into their secondary and adult working lives. The built-in praise and reward system within Jigsaw, as well as specific work on growth mindset and resilience enables children to experience success and learn from challenges.

Jigsaw supports ambitious capable learners who are able to question and enjoy solving problems effectively in different forms and settings.



enterprising,
creative
contributors,
ready to play a
full part in life
and work

The Curriculum for Wales seeks to support all learners to become enterprising, creating contributors. Creativity and pupil voice are encouraged throughout Jigsaw. Jigsaw Friends (soft toy teaching aids) are instrumental in supporting and encouraging children to share their views and opinions and to develop listening skills. In direct correlation to this the Welsh Curriculum encourages learners to express ideas and emotions and lead and play different roles in teams, by taking measured risks.

Within the Jigsaw "Dreams & Goals" Puzzle, enterprise is specifically experienced where children can learn the life of work and money, and possible careers. Pivotal in supporting this, the Curriculum for Wales states that learners should give of their energy and skills so that other people will benefit, and ready to play a full part in life and work. Learners are encouraged to set goals which can also include raising money for their school or a charity, so that they can learn how their work can achieve wider objectives than academic success alone. Personal qualities and uniqueness are valued.



ethical, informed
citizens of Wales
and the world

Within the Curriculum for Wales learners are expected to be knowledgeable about their culture, community, society, and the world now and in the past, which includes respecting the needs and rights of others, as a member of a diverse society. Throughout Jigsaw, and specifically in the 'Celebrating Difference' Puzzle, children are given many opportunities to explore similarity and difference, becoming aware of a variety of different cultures and lifestyle situations of other children both within the UK and the wider world.

Understanding and considering the impact of learners' actions when making choices is covered within our 'Being Me in My World' puzzle. As well as providing pupils the opportunity to identify how they fit within their community, exploring their local culture. In addition, pupils will consider how national and global issues affect children across the world. An essential link between the Curriculum for Wales and Jigsaw is the specific focus on the United Nations' Convention on the Rights of the Child (UNCRC). Learners in Wales are expected to show their commitment to the sustainability of the planet and within Jigsaw, learners discover how difference can be a source of celebration or conflict and explore issues of equality and social justice, having opportunities to discuss issues of concern to them e.g. climate change and homelessness.



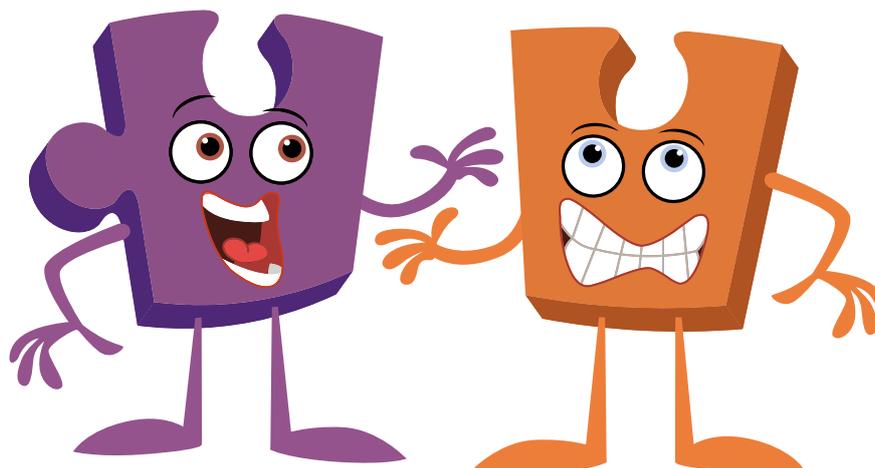
healthy, confident
individuals, ready
to lead fulfilling
lives as valued
members of
society

Health and well-being is specifically taught within the 'Healthy Me' puzzle. As learners are expected to become healthy, confident individuals, who can build their mental and emotional well-being by developing confidence, resilience, and empathy. Within the 'Healthy Me' unit, learners will also discover the need to safeguard their mental health and

how to cope with anxiety. This unit will also cover the importance of nutrition and physical activity and the positive impact it has on our physical and mental health, encouraging pupils to implement within their own lives.

Jigsaw believes healthy, positive relationships underpin wellbeing. This also supports the expectations within the Curriculum for Wales, which is to form positive relationships based on mutual respect and trust and to face and overcome challenge. Our 'Relationships' puzzle has a strong focus on developing healthy relationships, with pupils understanding how relationships can change over time, but to also treat each other fairly. The unit will also highlight the negative impact how unhealthy relationships can have on ourselves and others, with identifying strategies to support and resolve issues.

Friendship and their own identity and sense of belonging (cynethin) will be taught within the Jigsaw puzzles to further reinforce their own self esteem from within themselves. Jigsaw advocates learners to flourish in society and to lead lives that will both be fulfilling for them but also of benefit to their communities and the wider world. This directly links to the 4 purposes in Wales where the children are expected to acquire the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of their society. Jigsaw enables learners to have a safe space to speak, think, reflect, and enable confidence to grow in aspects of school and adult life.





How does Jigsaw cover the Health and Well-being area of learning?

The Curriculum for Wales guidance states that: *“The Health and Well-being Area of Learning and Experience provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life’s opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.*

Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.”

The expectations set out in the Health and Wellbeing AoLE are comprehensively covered through Jigsaw's spiral curriculum, ensuring that pupils develop the fundamental components of this Area; physical health and development, mental health, and emotional and social wellbeing.

Jigsaw aims to educate learners, to recognise that good health and well-being is important to enable successful learning.

With mindfulness philosophy and practice woven throughout, Jigsaw is a unique, progressive and effective scheme of work for this area of the curriculum.

Jigsaw addresses the needs of children today and will continue to do so by keeping the materials updated and relevant.

Jigsaw and Mindfulness

The 'Statement of What Matters' section of the Health and Well-being Area of Learning and Experience has the following heading:

How we process and respond to our experiences affects our mental health and emotional well-being.

At Jigsaw we believe this is one of the most important things that we can teach our children and one of the key ways we do this is through mindfulness.

How would children and their learning benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement?

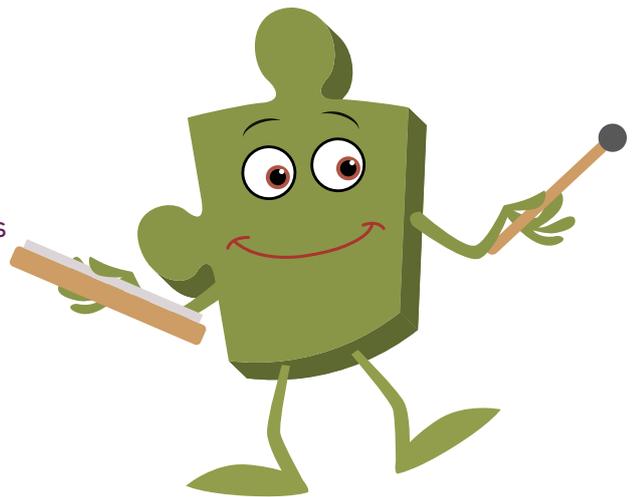
This is what mindfulness means:

- to be aware of your thoughts and feelings as they arise
- to be able to focus your mind on what you choose to focus it on both outside of you and within you.



How could being mindful help to address the emotional health and behaviour issues so often acting as barriers to learning?

Thoughts and feelings motivate and determine actions/ responses/behaviours. If we are caught up in thoughts and feelings and are not aware of them as they happen, the responses that follow may not be under our control, and may not be in our best interest or appropriate in the situation. If a child can be aware of their thoughts and feelings as they arise and have been taught and practised how to use interventions e.g. breathing (Calm Me) techniques, they can choose to regulate/manage their thoughts and feelings by using these interventions. If thoughts and feelings are left unchecked they lead to responses/actions/ behaviours (e.g. fight/ flight/freeze responses), and some of these may not be conducive to learning either for the child or their peers.



Mindful children can more readily choose their responses to situations rather than reacting while caught up in the thought-flows and emotions, saving behaviour issues from happening, helping concentration and lessening stress and anxiety.

This is empowering for children and for them as adults.

In Jigsaw, the mindful approach to health and well-being, mindfulness is developed in 3 main ways:

- a) through the 'Calm Me' time in each Piece (lesson). This consists of breathing techniques, awareness exercises and visualisations, enabling children not to empty their minds but to quiet them and become aware of the activity within them and manage it positively
- b) through the taught curriculum. Lessons (Pieces) help children to explore their thoughts and feelings, to expand their emotional vocabulary, explore thoughts-feelings-consequence sequences, build their confidence and express themselves in a safe environment.
- c) through the 'Pause Points' in lessons (Pieces) in which Jigsaw Jerrie Cat and his big 'paws' ask children to 'Pause, stop and look inside' to practise observing their thoughts and feelings relating to what they are learning about in that lesson.

Jigsaw Jerrie Cat is introduced in the first Puzzle (Being Me in My World) through 2 whole-school assemblies and acts as the trigger for PAUSE POINTS in lessons (the teacher using Jerrie Cat's Paws, to symbolise the Pause Point for children).





Developing physical health and well-being has lifelong benefits: covered in Healthy Me and Changing Me Jigsaw Puzzles (units)

| Progression step 1 = Jigsaw ages 3 - 5 | Progression step 2 = Jigsaw ages 5 - 8 | Progression step 3 = Jigsaw ages 8 - 11 |
|--|---|--|
| <p>I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.</p> <p><i>Covered in P.E. curriculum</i></p> | <p>I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.</p> <p><i>Covered in P.E. curriculum</i></p> | <p>I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.</p> <p><i>Covered in P.E. curriculum</i></p> |
| <p>I am beginning to make connections between my diet and my physical health and well-being.</p> <p><i>Healthy Me: lessons 1 - 3</i></p> | <p>I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.</p> <p><i>Healthy Me, ages 5-6: lessons 1 and 2</i> <i>Healthy Me, ages 6-7: lessons 1, 4 and 5</i> <i>Healthy Me, ages 7-8: lesson 2</i></p> | <p>I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.</p> <p><i>Healthy Me, ages 9-10: lessons 5 and 6</i> <i>Healthy Me, ages 10-11: lesson 1</i></p> |
| <p>I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.</p> <p><i>Changing Me: lessons 3 and 4</i></p> | <p>I can describe the way in which physical and emotional changes are connected in different contexts.</p> <p><i>Changing Me, 5-6: lessons 1, 2, 5 and 6</i> <i>Changing Me, 6-7: lessons 2 and 3</i> <i>Changing Me, 7-8: lessons 1 - 4</i></p> | <p>I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.</p> <p><i>Changing Me, ages 8-9: lessons 1, 2 and 5</i> <i>Changing Me, ages 9-10: lessons 2, 3, 5 and 6</i> <i>Changing Me, ages 10-11: lessons 1, 2 and 6</i> <i>Healthy Me, ages 8-9: lessons 5 and 6</i> <i>Healthy Me, ages 9-10: lessons 4 and 6</i> <i>Healthy Me, ages 10-11: lessons 1, 5 and 6</i></p> |
| <p>I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.</p> <p><i>Healthy Me: lessons 4 - 6</i></p> | <p>I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.</p> <p><i>Healthy Me, ages 5-6: lessons 3 - 6</i> <i>Healthy Me, ages 6-7: lessons 2 - 6</i> <i>Healthy Me, ages 7-8: lesson 3 - 5</i></p> | <p>I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.</p> <p><i>Healthy Me, ages 8-9: lessons 3 and 4</i> <i>Healthy Me, ages 9-10: lessons 1, 2 and 3</i> <i>Healthy Me, ages 10-11: lessons 2, 3 and 4</i></p> |



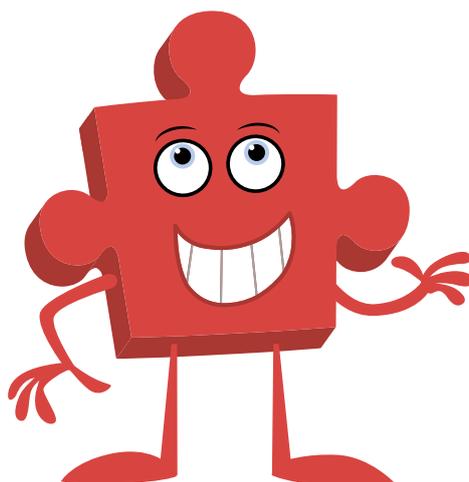
How we process and respond to our experiences affects our mental health and emotional well-being: covered in Being Me in My World and Relationships Jigsaw Puzzles

| Progression step 1 = Jigsaw ages 3 - 5 | Progression step 2 = Jigsaw ages 5 - 8 | Progression step 3 = Jigsaw ages 8 - 11 |
|---|--|--|
| <p>I have an awareness of my perceptions and thoughts.</p> <p>I can focus my attention and am aware of being able to do this.</p> <p>I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.</p> | <p>I can, with support, focus attention on my perceptions and thoughts.</p> <p>I can understand how and why my thoughts, feelings and actions change in response to different experiences.</p> | <p>I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness.</p> <p>I can self-regulate my emotions in a healthy way using strategies that I have developed.</p> |
| <p><i>Mindfulness is embedded throughout the Jigsaw approach. Jigsaw teaches children to:</i></p> <ul style="list-style-type: none"> • <i>to be aware of your thoughts and feelings as they arise</i> • <i>to be able to focus your mind on what you choose to focus it on both outside of you and within you</i> | | |
| <p>I can notice and communicate how I am feeling.</p> <p>I am beginning to have an awareness of how feelings are communicated through actions.</p> <p><i>Being Me in My World: lessons 2, 3 and 4</i></p> | <p>I can notice and communicate my feelings.</p> <p>I am beginning to notice when I need help to manage my feelings.</p> <p><i>Being Me in My World, ages 5-6: lessons 2, 3 and 4</i></p> <p><i>Being Me in My World, ages 6-7: lessons 3 and 4</i></p> <p><i>Being Me in My World, ages 7-8: lessons 1 - 4</i></p> | <p>I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.</p> <p>I can ask for help when I need it from people I trust.</p> <p><i>Being Me in My World, ages 8-9: lessons 2 and 4</i></p> <p><i>Being Me in My World, ages 9-10: lesson 1, 3 and 4</i></p> <p><i>Being Me in My World, ages 10-11: lessons 1, 5 and 6</i></p> <p><i>Relationships, ages 8-9: lessons 1 and 3</i></p> <p><i>Relationships, ages 9-10: lesson 1</i></p> <p><i>Relationships, ages 10-11: lessons 1 and 2</i></p> |
| | <p>I can reflect on my experiences.</p> <p>Most Jigsaw lessons require the children to self-reflect at the end of the lesson</p> <p><i>Being Me in My World, ages 5-6: lessons 1, 5 and 6</i></p> <p><i>Being Me in My World, ages 6-7: lessons 1, 5 and 6</i></p> <p><i>Being Me in My World, ages 7-8: lessons 5 and 6</i></p> | <p>I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions.</p> <p>I can anticipate how future events may make me and others feel.</p> <p><i>Being Me in My World, ages 8-9: lessons 1 and 4</i></p> <p><i>Being Me in My World, ages 9-10: lesson 4</i></p> <p><i>Being Me in My World, ages 10-11: lessons 1, 2 and 3</i></p> <p><i>Relationships, ages 8-9: lessons 1, 2, 3 and 4</i></p> <p><i>Relationships, ages 9-10: lesson 1</i></p> <p><i>Relationships, ages 10-11: lessons 1 - 4</i></p> |
| <p>I have an awareness of the feelings of others.</p> <p>I am aware of when others are kind to me and when I am kind to others.</p> <p><i>Being Me in My World: lessons 3, 4 and 5</i></p> <p><i>Relationships: lessons 2-6</i></p> | <p>I can pay attention to the feelings of others and I am learning to think about why they may feel that way.</p> <p><i>Being Me in My World, ages 5-6: lessons 2, 3 and 5</i></p> <p><i>Being Me in My World, ages 6-7: lessons 2, 3 and 4</i></p> <p><i>Being Me in My World, ages 7-8: lessons 1- 4</i></p> <p><i>Relationships, ages 5-6: lesson 2</i></p> <p><i>Relationships, ages 6-7: lesson 3</i></p> <p><i>Relationships, ages 7-8: lesson 2</i></p> | <p>I can empathise with others.</p> <p>I can understand how and why experiences affect me and others.</p> <p><i>Being Me in My World, ages 8-9: lessons 1 and 4</i></p> <p><i>Being Me in My World, ages 9-10: lesson 4</i></p> <p><i>Being Me in My World, ages 10-11: lessons 1, 2 and 3</i></p> <p><i>Relationships, ages 8-9: lessons 1, 4 and 5</i></p> <p><i>Relationships, ages 9-10: lessons 1 and 6</i></p> <p><i>Relationships, ages 10-11: lessons 3 and 4</i></p> |



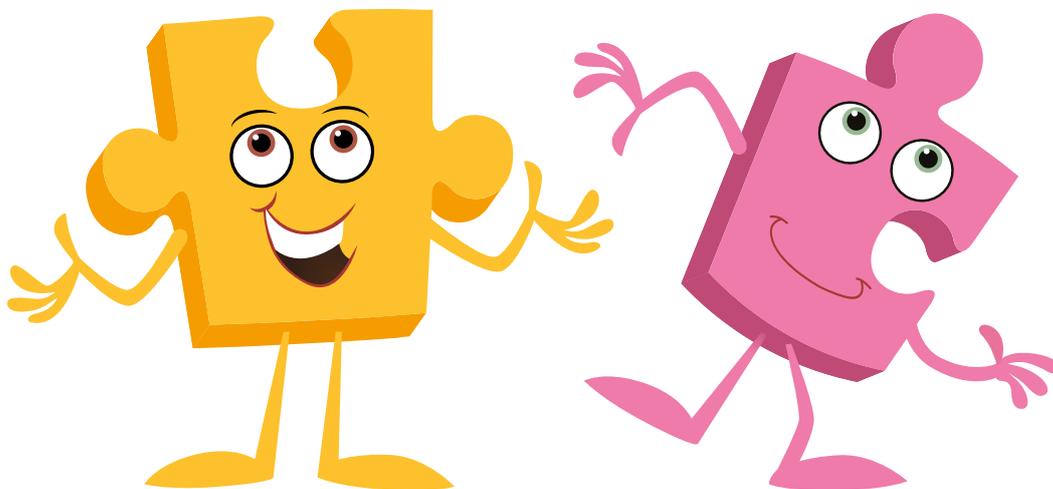
Our decision-making impacts on the quality of our lives and the lives of others: covered in Being Me in My World, Celebrating Differences, Dreams & Goals, Healthy Me and Relationships Jigsaw units.

| Progression step 1 = Jigsaw ages 3 - 5 | Progression step 2 = Jigsaw ages 5 - 8 | Progression step 3 = Jigsaw ages 8 - 11 |
|--|--|---|
| <p>I can make decisions based on what I like and dislike. <i>Celebrating Difference: lesson 1 and 2</i></p> | <p>I can make decisions based on what I know. <i>Being Me in My World, ages 5-6: lesson 5</i> <i>Being Me in My World, ages 6-7: lessons 1 and 2</i> <i>Being Me in My World, ages 7-8: lessons 1, 2, 3 and 4</i></p> | <p>I can make considered decisions, taking into account available information, including past experiences. I can set appropriate goals. <i>Being Me in My World, ages 8-9: lessons 1 - 4</i> <i>Being Me in My World, ages 9-10: lessons 1 - 4</i> <i>Being Me in My World, ages 10-11: lessons 1 - 3</i> <i>Dreams & Goals, ages 8-9: lesson 4</i> <i>Dreams & Goals, ages 9-10: lesson 3</i> <i>Dreams & Goals, ages 10-11: lessons 1 and 2</i></p> |
| <p>I have developed an awareness that my decisions can affect me and others. I can take part in group decisions. <i>Relationships: lessons 2, 3 and 4</i> <i>Being Me in My World: lessons 1, 4, 5 and 6</i></p> | <p>I can recognise that my decisions can impact on me and others, both now and in the future. I can take part in group decisions and I understand why some decisions need to be made as a group. <i>Being Me in My World, ages 5-6: lessons 5 and 6</i> <i>Being Me in My World, ages 6-7: lessons 3 - 6</i> <i>Being Me in My World, ages 7-8: lessons 4 - 6</i> <i>Relationships, ages 5-6: lessons 2 - 5</i> <i>Relationships, ages 6-7: lesson 3</i> <i>Relationships, ages 7-8: lesson 2, 4 and 5</i></p> | <p>I can recognise that some decisions I make will have a long-term impact on my life and the lives of others. I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors. <i>Being Me in My World, ages 8-9: lessons 4 - 6</i> <i>Being Me in My World, ages 9-10: lessons 4 - 6</i> <i>Being Me in My World, ages 10-11: lessons 4 - 6</i> <i>Relationships, ages 8-9: lessons 1 and 4</i> <i>Relationships, ages 9-10: lessons 1 - 3</i> <i>Relationships, ages 10-11: lessons 4 - 6</i></p> |
| <p>I have an understanding that things can be safe or unsafe. <i>Healthy Me: lessons 4, 5 and 6</i></p> | <p>I can identify and assess risks. <i>Healthy Me, ages 5-6: lessons 3 - 6</i> <i>Healthy Me, ages 6-7: lesson 3</i> <i>Healthy Me, ages 7-8: lesson 3 - 5</i></p> | <p>I can identify and assess risks, and I can take steps to reduce them. <i>Healthy Me, ages 8-9: lessons 3 and 4</i> <i>Healthy Me, ages 9-10: lessons 1, 2 and 3</i> <i>Healthy Me, ages 10-11: lessons 2, 3 and 4</i></p> |



How we engage with social influences shapes who we are and affects our health and well-being: covered in Being Me in My World, Celebrating Difference, Healthy Me and Relationships Jigsaw units.

| Progression step 1 = Jigsaw ages 3 - 5 | Progression step 2 = Jigsaw ages 5 - 8 | Progression step 3 = Jigsaw ages 8 - 11 |
|---|--|--|
| <p>I can recognise and follow rules and norms in the groups and situations in which I take part.</p> <p><i>Being Me in My World: lessons 5 and 6</i></p> | <p>I can recognise and follow the rules and norms of different groups and situations in which I take part.</p> <p><i>Being Me in My World, ages 5-6: lesson 2, 3, 4 and 6</i></p> <p><i>Being Me in My World, ages 6-7: lessons 2 - 5</i></p> <p><i>Being Me in My World, ages 7-8: lessons 4 - 6</i></p> | <p>I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.</p> <p><i>Being Me in My World, ages 8-9: lessons 1, 2, 5 and 6</i></p> <p><i>Being Me in My World, ages 9-10: lessons 5 and 6</i></p> <p><i>Being Me in My World, ages 10-11: lessons 4 - 6</i></p> |
| <p>I can show care and respect for others.</p> <p><i>Being Me in My World: lessons 3 and 4</i></p> <p><i>Celebrating Difference: lesson 5</i></p> <p><i>Healthy Me: lesson 5</i></p> <p><i>Relationships: lessons 4 and 6</i></p> | <p>I can change how I interact and behave in different situations with support.</p> <p><i>Relationships, ages 5-6: lessons 2 and 3</i></p> <p><i>Relationships, ages 6-7: lesson 3 - 5</i></p> <p><i>Relationships, ages 7-8: lesson 2, 4 and 5</i></p> | <p>I can interact pro-socially in different groups and situations.</p> <p><i>Being Me in My World, ages 8-9: lessons 1 and 2</i></p> <p><i>Being Me in My World, ages 9-10: lesson 5</i></p> <p><i>Being Me in My World, ages 10-11: lessons 3 and 5</i></p> |
| | <p>I can recognise that there are similarities and differences between people's values and attitudes.</p> <p><i>Celebrating Difference, ages 5-6: lessons 1, 2 and 6</i></p> <p><i>Celebrating Difference, ages 6-7: lesson 1, 2, 5 and 6</i></p> <p><i>Celebrating Difference, ages 7-8: lesson 1 and 3</i></p> | <p>I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.</p> <p><i>Celebrating Difference, ages 8-9: lessons 1 and 2</i></p> <p><i>Celebrating Difference, ages 9-10: lessons 1, 2, 3 and 6</i></p> <p><i>Celebrating Difference, ages 10-11: lessons 1, 2, 3, 5 and 6</i></p> |





Healthy relationships are fundamental to our well-being: covered in Being Me in My World, Celebrating Difference, Healthy Me and Relationships Jigsaw units.

| Progression step 1 = Jigsaw ages 3 - 5 | Progression step 2 = Jigsaw ages 5 - 8 | Progression step 3 = Jigsaw ages 8 - 11 |
|--|--|--|
| <p>I can identify who looks after me and who my family and friends are.</p> <p><i>Relationships: lesson 1</i></p> | <p>I can identify who looks after me and who my family and friends are.</p> <p><i>Relationships: ages 5-6: lessons 1, 2 and 6</i></p> <p><i>Relationships: ages 6-7: lessons 1 and 6</i></p> <p><i>Relationships: ages 7-8: lessons 1, 2 and 6</i></p> | <p>I can identify who looks after me and who my family and friends are.</p> <p><i>Relationships, ages 8-9: lesson 6</i></p> <p><i>Relationships, ages 9-10: lesson 1 and 6</i></p> |
| <p>I can communicate my needs and feelings in my relationships.</p> <p><i>Relationships: lesson 3, 4 and 5</i></p> <p><i>Being Me in My World: lesson 4</i></p> | <p>I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.</p> <p><i>Relationships: ages 5-6: lessons 1, 2, 3, 5 and 6</i></p> <p><i>Relationships: ages 6-7: lessons 1, 2, 3, 4 and 6</i></p> <p><i>Relationships: ages 7-8: lessons 1, 2, 3 and 6</i></p> | <p>I can communicate my needs and feelings, and respond to those of others.</p> <p><i>Relationships, ages 8-9: lessons 1, 2 and 4</i></p> <p><i>Relationships, ages 9-10: lessons 1, 5 and 6</i></p> <p><i>Relationships, ages 10-11: lesson 2</i></p> |
| <p>I can get along with others with and without support.</p> <p><i>Relationships: lessons 2 – 6</i></p> <p><i>Being Me in My World: lesson 3</i></p> | <p>I can make friends and try to resolve disagreements, seeking support when needed.</p> <p><i>Relationships: ages 5-6: lessons 2 and 3</i></p> <p><i>Relationships: ages 6-7: lessons 3 and 4</i></p> <p><i>Relationships: ages 7-8: lesson 2</i></p> | <p>I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.</p> <p><i>Relationships, ages 8-9: lesson 4</i></p> <p><i>Relationships, ages 9-10: lesson 2</i></p> <p><i>Relationships, ages 10-11: lesson 4</i></p> |
| <p>I am beginning to recognise safe and unsafe behaviour in relationships.</p> <p><i>Relationships: lessons 4 – 6</i></p> | <p>I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.</p> <p><i>Relationships: ages 5-6: lesson 2</i></p> <p><i>Relationships: ages 6-7: lessons 2 and 4</i></p> <p><i>Relationships: ages 7-8: lessons 2 and 3</i></p> | <p>I can reflect on the characteristics of safe relationships and I can seek support when needed.</p> <p><i>Relationships, ages 8-9: lessons 1 and 2</i></p> <p><i>Relationships, ages 9-10: lessons 2, 3, and 4</i></p> <p><i>Relationships, ages 10-11: lessons 4 and 5</i></p> |
| <p>I am beginning to recognise that I have the right to be treated fairly and respectfully.</p> <p><i>Relationships: lessons 2 – 6</i></p> <p><i>Being Me in My World: lessons 3 and 4</i></p> | <p>I can understand that everyone has rights and, with support, I can respect those rights.</p> <p><i>Relationships: ages 5-6: lessons 2 and 6</i></p> <p><i>Relationships: ages 6-7: lessons 3 and 6</i></p> <p><i>Relationships: ages 7-8: lessons 4 and 5</i></p> <p><i>Being Me in My World: ages 5-6: lessons 2 and 6</i></p> <p><i>Being Me in My World: ages 6-7: lessons 2, 5 and 6</i></p> <p><i>Being Me in My World: ages 7-8: lessons 4, 5 and 6</i></p> | <p>I can respect the rights of others and I understand how these impact on myself and others.</p> <p><i>Being Me in My World, ages 8-9: lessons 3 – 6</i></p> <p><i>Being Me in My World, ages 9-10: lessons 3 – 6</i></p> <p><i>Being Me in My World, ages 10-11: lessons 2 – 6</i></p> |