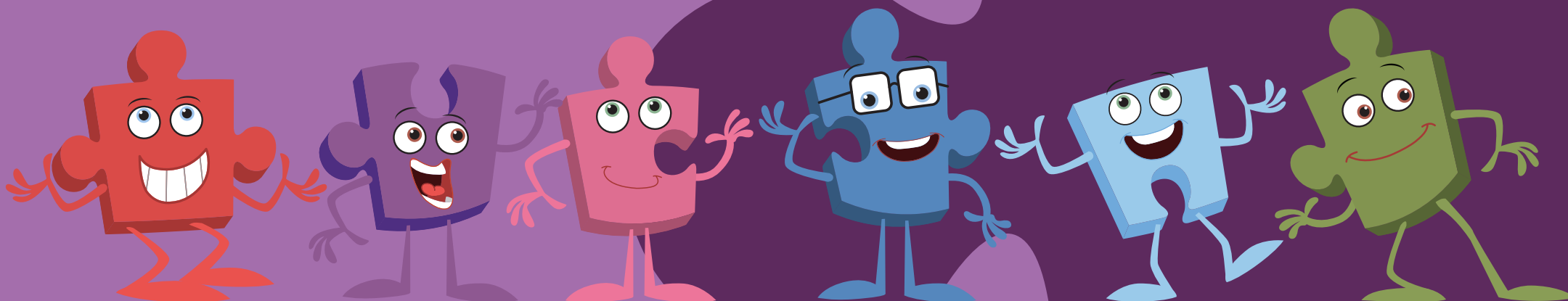
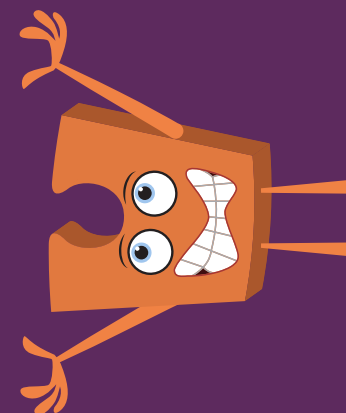


The mindful approach to Health and Well-Being

Curriculum for Excellence and Jigsaw Scotland

Jigsaw's Curriculum Coverage from 3-4yrs to Primary 7

- Health and Wellbeing Experiences and Outcomes
- Cross-curricular links
- Assessment Benchmarks



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Jigsaw Scotland and Curriculum for Excellence coverage of complete scheme (Health and Wellbeing Experiences and Outcomes and Benchmarks)

The curriculum map immediately below **(Table 1)** shows where each of the Health and Wellbeing (HWB) Experiences and Outcomes can be found within Jigsaw Scotland scheme of learning. Where Curriculum for Excellence (CfE) has provided relevant benchmarks as an aid to assess learner progression these are also shown. **A child progressing through the Jigsaw programme from Early Level to Primary 7 will cover all HWB Experiences and Outcomes** (and the associated benchmarks shown in the grid below) on several occasions due to the spiral nature of the programme (apart from those exclusively taught in Physical Education lessons). This map may be helpful for senior leadership, governing bodies and Health and Wellbeing subject leads to identify where each aspect of Health and Wellbeing is taught and revisited within the setting. Class teachers can also use the associated benchmarks mapped within this grid to carry out specific HWB assessments if desired. Specific year group maps can also be downloaded from the Jigsaw website Scotland tab alongside the article *Jigsaw and the Scottish National Curriculum* which provides further explanation as to how Jigsaw meets the needs of Curriculum for Excellence, as well as GIRFEC and the SHANARRI outcomes.

Jigsaw's five programmed assessment opportunities within each year group (Primary 1 -Primary 7) should also provide schools with further opportunities to assess children's progression within HWB at each curriculum level. To assist with this, **Table 2 (below) gives detail of the Jigsaw assessment opportunities in each Puzzle (unit of work) and any relevant benchmarks from (CfE) that could be assessed.**

Table 3: (below) identifies the main cross-curricular links between Jigsaw Scotland and other CfE subjects in each year group.

Key to Jigsaw codes: BMIMW = Being Me in My World CD = Celebrating Difference DAG = Dreams and Goals HM= Healthy Me

R= Relationships CM= Changing Me (The colour of the text relates to the associated colour of the Jigsaw year group materials)

The number after each code refers to the Piece (lesson) within the unit of work. E.g. DAG 3 = Dreams and Goals Piece (lesson) 3.

TABLE 1: Jigsaw's Coverage of the Health and Wellbeing Experiences and Outcomes and Benchmarks

	Early Level			First Level			Second Level		
	3-4yrs	4-5yrs	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
HWB 0-01a / HWB 1-01a / HWB 2-01a I am aware of and able to express my feelings and am developing the ability to talk about them.	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons
HWB 0-02a / HWB 1-02a / HWB 2-02a I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons
HWB 0-03a / HWB 1-03a / HWB 2-03a I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.	BMIMW 2 BMIMW 3 BMIMW 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 R1 R2 R3 R4 R5 R6 CM4 CM5 CM6	BMIMW 2 BMIMW 3 BMIMW 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 R1 R2 R3 R4 R5 R6 CM4 CM5 CM6	CD 4 CD 5 HM 4 HM 5 R 2 R 3 R 4 R 5 R 6 CM 6	BMIMW 1 BMIMW 2 CD 3 CD 4 HM3 R 1 R 2 R 3 R 4 R 5 R 6 CM 5	BMIMW 1 BMIMW 2 CD 1 CD 2 CD 3 CD 4 CD 6 DAG 5 HM 4 R 2 R 3	CD 1 CD 2 CD 3 CD 4 DAG 2 DAG 3 DAG 4 HM 1 HM 2 HM 3 HM 4 HM 5 R 2 R 3 R 4 R 5 R 6 CM 1 CM 2 CM 3 CM 6	CD 3 CD 4 HM 1 HM 2 HM 3 HM 4 HM 5 R 2 R 3 R 4 R 5 R 6 CM 1 CM 2 CM 3 CM 6	BMIMW 1 CD 6 DAG 3 DAG 6 HM 1 HM 2 HM 4 HM 5 HM 6 R 1 R 2 R 3 R 4 R 5 R 6 CM 1 CM 2 CM 3 CM 4	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 3 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 3 R 1

						CM 3 CM 4 CM 5 CM 6		CM 5 CM 6	R 2 R 3 R 4 R 5 R 6 CM 3 CM 4 CM 5 CM 6
HWB 0-04a / HWB 1-04a / HWB 2-04a I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 6 CD 2 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 6 R 2 R 3 R 4 R 5 R 6 CM 4 CM 5 CM 6	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 6 CD 2 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 6 R 2 R 3 R 4 R 5 R 6 CM 4 CM 5 CM 6	BMIMW 4 BMIMW 5 CD 3 CD 4 CD 5 DAG 1 DAG 2 DAG 4 DAG 5 DAG 6 HM 4 HM 5 R 3 R 5 R 6 CM 2 CM 5 CM 6	BMIMW 1 CD 3 CD 4 DAG 1 HM 2 R 2 R 3 R 4 R 6 CM 5 CM 6	BMIMW 2 BMIMW 4 CD 2 CD 5 CD 6 DAG 2 DAG 5 CM 3 CM 4 CM 6	BMIMW 1 DAG 2 DAG 3 DAG 4 HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 R 2 R 3 R 5 R 6 CM 3 CM 4 CM 5 CM 6	BMIMW 4 BMIMW 5 CD 2 CD 3 CD 4 CD 6 HM 2 HM 4 HM 5 R 2 R 3 R 4 R 5 R 6 CM 1 CM 5	BMIMW 4 BMIMW 5 CD 3 CD 4 CD 6 DAG 6 HM 2 HM 3 HM 5 HM 6 R 2 R 3 R 4 R 5 R 6 CM 1 CM 5 CM 6	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 3 HM 1 HM 2 HM 3 R 1 R 2 R 3 R 4 R 5 R 6 CM 3 CM 4 CM 5

HWB 0-07a / HWB 1-07a / HWB 2-07a I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons
HWB 0-08a / HWB 1-08a / HWB 2-08a I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.	BMIMW 2 BMIMW 4 BMIMW 6 CD 5 CD 6 DAG-4 R 2 R 3 R 4 R 5 R 6	BMIMW 2 BMIMW 4 BMIMW 6 CD 5 CD 6 DAG-4 R 2 R 3 R 4 R 5 R 6	BMIMW 1 BMIMW 2 CD 3 CD 4 CD 5 R 4 R 5 R 6 CM 6	CD 3 CD 4 CD 5	BMIMW 1 BMIMW 2 BMIMW 4 CD 3 CD 4 CD 5 CD 6	BMIMW 1 CD 3 CD 3 DAG 4 R 2 R 3 R 5	CD 2 CD 3 CD 4 R 2	BMIMW 3 CD 3 CD 4 R 2 R 3	CD 1 CD 4 CD 5 CD 6 R 6 CM 3
HWB 0-09a / HWB 1-09a / HWB 2-09a As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.	BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 4 CD 5 CD 6 R 2 R 3 R 4 R 5 R 6	BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 4 CD 5 CD 6 R 2 R 3 R 4 R 5 R 6	BMIMW 2 BMIMW 3 BMIMW 5 BMIMW 6 CD 3 CD 4 R 3 R 4 CM 4	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 3 CD 4 R 1 R 2 CM 5	BMIMW 3 BMIMW 5 BMIMW 6 CD 3 CD 4 CD 5 CD 6 R 4 R 5	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 DAG 5 DAG 6 HM 5 HM 6	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 2 CD 3 CD 4 CD 5 DAG 4 DAG 5 DAG 6 R 5 R 6	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4	CD 1 CD 2 CD 4 CD 5 CD 6 R 5
HWB 0-10a / HWB 1-10a / HWB 2-10a I recognise that each individual has a unique blend of abilities and needs. I	BMIMW 1 BMIMW 2 BMIMW 4 BMIMW 6 CD 1 CD 2	BMIMW 1 BMIMW 2 BMIMW 4 BMIMW 6 CD 1 CD 2	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 CD 1 CD 2	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 6 CD 1	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 CD 1 CD 2	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1

class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.	assembly materials	assembly materials	celebrations and assembly materials	celebrations and assembly materials	celebrations and assembly materials	celebrations and assembly materials	celebrations and assembly materials	celebrations and assembly materials	celebrations and assembly materials
HWB 0-13a / HWB 1-13a / HWB 2-13a Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons
HWB 0-14a / HWB 1-14a / HWB 2-14a I value the opportunities I am given to make friends and be part of a group in a range of situations.	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons
HWB 0-15a / HWB 1-15a / HWB 2-15a I am developing my understanding of the human body and can use this knowledge to maintain and improve my	HM 1 HM 2 HM 3 HM 4 HM 5 CM 1 CM 2	HM 1 HM 2 HM 3 HM 4 HM 5 CM 1 CM 2	HM 1 HM 2 HM 3 HM 4 HM 6 CM 2 CM 3 CM 4	CD 2 HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 R 2 CM 4	HM 1 HM 2 HM 3 HM 6	HM 3 HM 4 HM 6 CM 1 CM 2 CM 3	HM 1 HM 2 HM 4 HM 5 HM 6 CM 2 CM 3 CM 4	HM 1 HM 2 HM 3 HM 5 HM 6 CM 1 CM 2 CM 3 CM 4	HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 CM 1 CM 2

wellbeing and health.									
HWB 0-16a / HWB 1-16a / HWB 2-16a I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.	BMIMW 4 CD 6 HM 5 HM 6 R 4 R 5	BMIMW 4 CD 6 HM 5 HM 6 R 4 R 5	CD 3 CD 4 HM 3 HM 4 HM 5 HM 6 R 3 R 4 CM 4	CD 3 CD 4 HM 3 R 2 R 4 R 5 CM 4 CM 5	CD 3 CD 4 HM 3 HM 4 HM 5 R 3	CD 3 CD 4 HM 3 HM 4 HM 5 HM 6	CD 3 CD 4 HM 1 HM 2 HM 3 HM 5 R 5 R 6 CM 5	CD 3 CD 4 HM 2 HM 3 HM 4 HM 5 HM 6 R 4 R 5 R 6 CM 5	BMIMW 4 CD 1 CD 4 CD 5 HM 2 HM 3 HM 5 R 4
HWB 0-17a / HWB 1-17a / HWB 2-17a I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.	BMIMW 4 CD 6 HM 5 HM 6 R 4 R 5	BMIMW 4 CD 6 HM 5 HM 6 R 4 R 5	CD 3 CD 4 HM 3 HM 4 HM 5 HM 6 R 3 R 4 CM 4	CD 4 HM 3 R 2 R 4 R 5 CM 4 CM 5	CD 3 CD 4 HM 3 HM 4 HM 5 R 3	CD 3 CD 4 HM 3 HM 4 HM 5 HM 6	CD 3 CD 4 HM 1 HM 2 HM 3 HM 5 R 5 R 6 CM 5	CD 3 CD 4 HM 2 HM 3 HM 4 HM 5 HM 6 R 4 R 5 R 6 CM 5	BMIMW 4 CD 1 CD 4 CD 5 HM 2 HM 3 HM 5 R 4
HWB 0-18a / HWB 1-18a / HWB 2-18a I know and can demonstrate how to travel safely.	HM 6	HM 6	HM 5		HM 4 R 3		HM 3	HM 4	
HWB 0-19a In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	In all Jigsaw lessons	BMIMW 1 BMIMW 5 CD 4 CD 5 CD 6 DAG 1 DAG 2	BMIMW 1 BMIMW 4 BMIMW 5 BMIMW 6 DAG 1 DAG 2 DAG 4	BMIMW 2 BMIMW 5 BMIMW 6 CD 2 DAG 1 DAG 2 DAG 3

<p>and share my experiences.</p> <p>HWB 1-19a Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.</p> <p>HWB 2-19a Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.</p>							<p>DAG 3 DAG 5 DAG 6 HM 1 HM 2 HM 3 HM 4 HM 5 R 1 CM 5 CM 6</p>	<p>DAG 5 HM 4 HM 5 HM 6 CM 6</p>	<p>DAG 4 DAG 5 DAG 6 CM 4 CM 6</p>
<p>HWB 0-20a / HWB 1-20a I can describe some of the kinds of work that people do and I am finding out about the wider world of work.</p> <p>HWB 2-20a I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience</p>	<p>DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6</p>	<p>DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6</p>	<p>DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 4 HM 5</p>	<p>DAG -1 DAG -2 DAG -3 DAG -4 DAG -5 DAG -6 CM-6</p>	<p>BMIMW 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 R 1 R 4</p>	<p>BMIMW 5 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6</p>	<p>BMIMW 1 BMIMW 5 CD 5 DAG 1 DAG 2 DAG 3 DAG 5 DAG 6</p>	<p>BMIMW 1 BMIMW 4 BMIMW 5 BMIMW 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 CM 6</p>	<p>BMIMW 2 BMIMW 5 BMIMW 6 DAG 1 DAG 2 DAG 3 DAG 5 DAG 6 CM 4</p>
	HWB 0-20a benchmarks (Personal Social Education)			HWB 1-20a benchmarks (Personal Social Education)			HWB 2-20a benchmarks (Personal Social Education)		
	Shares aspirations and goals for the future Talks about own learning, strengths and next steps.			Talks about own strengths, interests and skills and links these to career ambitions. Sets learning goals and works towards achieving them.			Explains own ambitions and identifies ways to achieve them. Manages personal profile and uses it to discuss interests, strengths and skills.		

that helps me recognise the relevance of my learning, skills and interests to my future life.	Discusses some of the rewards that a job brings, for example, meeting new people, money, helping others. Communicates with others about different jobs in the community		Talks about the world of work, for example, from visits, visitors and interdisciplinary learning. Describes skills needed for different jobs in the community			Identifies connections between skills and the world of work. Uses investigative skills to gain more information about jobs / careers.		
<p>HWB 0-21a I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p>HWB 1-21a I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow.</p> <p>HWB 2-21a As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies.</p>	<p>In all Jigsaw sessions</p> <p>Jigsaw sessions contain a range of suggested activities that could be used to assess cognitive skill benchmarks below.</p> <p>The physical competency benchmarks (below) could be assessed through the outdoor learning experiences and imaginative play contained within the Jigsaw session plans and also additional experiences provided by the setting within normal practice.</p>	<p>In all Jigsaw lessons</p> <p>Jigsaw lessons contain a range of activities that could be used to assess the cognitive skill benchmarks (below).</p> <p>Connect us activities in each lesson plan may provide teachers additional opportunities to assess physical competency benchmarks (below) outside of Physical Education lessons.</p>	<p>In all Jigsaw lessons</p> <p>Jigsaw lessons contain a range of activities that could be used to assess the cognitive skill benchmarks (below).</p> <p>Connect us activities in each lesson plan may provide teachers additional opportunities to assess physical competency benchmarks (below) outside of Physical Education lessons.</p>	<p>In all Jigsaw lessons</p> <p>Jigsaw lessons contain a range of activities that could be used to assess the cognitive skill benchmarks (below).</p> <p>Connect us activities in each lesson plan may provide teachers additional opportunities to assess physical competency benchmarks (below) outside of Physical Education lessons.</p>	<p>In all Jigsaw lessons</p> <p>Jigsaw lessons contain a range of activities that could be used to assess the cognitive skill benchmarks (below).</p> <p>Connect us activities in each lesson plan may provide teachers additional opportunities to assess physical competency benchmarks (below) outside of Physical Education lessons.</p>	<p>HWB2-21a taught through Physical Education Lessons</p>	<p>HWB2-21a taught through Physical Education Lessons</p>	<p>HWB2-21a taught through Physical Education Lessons</p>
	<p><u>HWB 0-21a benchmarks (Physical Education)</u></p> <p><u>Physical Competencies</u></p> <p>Shows awareness of personal space (i.e. where body ends and space begins).</p> <p>Moves at different speeds, levels and directions with others in a designated space.</p>		<p><u>HWB 1-21a benchmarks (Physical Education)</u></p> <p><u>Physical Competencies</u></p> <p>Shows awareness of the space around them and the space of others, and is beginning to use this information to control movements.</p>			<p><u>HWB 2-21a benchmarks (Physical Education)</u></p> <p>Physical competencies and cognitive skills benchmarks are more appropriately assessed through Physical Education Lessons.</p>		

<p>creatively, accurately and with control.</p>	<p>Shows awareness of body parts and body positions when performing a range of different movements.</p> <p>Shows control of personal space and body parts when moving.</p> <p>Holds balance in various shapes and maintains balance when moving.</p> <p>Is beginning to manipulate objects as part of energetic play.</p> <p>Links movements together (moves body or parts of body in order).</p> <p>Is beginning to move with purpose.</p> <p>Is beginning to develop knowledge and understanding of what a quality movement looks like and feels like.</p> <p>Demonstrates how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping.</p> <p>Responds with movement, for example, jump-clap-turn to recognised rhythm, beat, music, words.</p> <p>Performs basic components of movement, for example, run, jump, gallop, transfer of weight from one foot to another.</p> <p>Is beginning to perform movement skills in sequence, for example, catch an object with two hands.</p> <p>Is beginning to demonstrate eye/hand and eye/foot co-ordination required for movement skills, for example, pass object from one hand to the other.</p> <p><u>Cognitive Skills</u> Focuses on task and pays attention to stimuli, for example, instructions from a practitioner.</p> <p>Recognises external cues that need an immediate response, for example, starting and stopping.</p> <p>Remembers two-step simple instructions, for example, bounce the ball and then change direction.</p>	<p>Shows control over movement in personal and shared space which includes adapting to changes in speed, direction and level.</p> <p>Shows awareness of body parts and body positions when performing a range of different movements.</p> <p>Manipulates parts of the body when moving with purpose.</p> <p>Holds balances in various shapes with and without equipment and describes what helps to maintain balance.</p> <p>Manipulates objects while maintaining balance, for example, receiving and sending a ball with the preferred foot.</p> <p>Links and orders a series of movements with and without equipment to perform a sequence, for example, hopscotch.</p> <p>Moves with purpose demonstrating balance, control and rhythm.</p> <p>Demonstrates knowledge and understanding of what a quality movement looks like, and feels like. Demonstrates how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping.</p> <p>Moves the body/parts of the body or objects in response to given cues to create an appropriate tempo, for example, 1-2-3 hop sequence.</p> <p>Performs movement skills in simple activities, for example, skipping.</p> <p>Performs movement skills in sequence, for example, jump from bench and cushion the landing while staying in balance.</p> <p>Demonstrates eye/hand and eye/foot co-ordination required for movement skills, for example, track the flight of the ball with the eyes, then catch it.</p> <p><u>Cognitive Skills</u></p>	
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	<p>Works out the order for dealing with information (or tasks).</p> <p>Repeats tasks in the correct sequence.</p> <p>Makes decisions in response to simple tasks, for example, knowing when to start and stop.</p> <p>Listens to and makes sense of two/three pieces of information, for example, bounce the ball when moving forwards.</p> <p>Uses prior knowledge, and identifies key information to help form a solution.</p> <p>Moves in response to a variety of stimuli.</p> <p>Demonstrates imagination through energetic play</p>			<p>Focuses attention in more demanding situations, for example, working with a partner or in a small group.</p> <p>Recognises and responds to both internal and external cues at the same time, for example, follow the leader.</p> <p>Plans and creates a sequence of actions, for example, bounce the ball three times, then change direction and change how you travel with the ball.</p> <p>Draws on some prior knowledge to work out the order for dealing quickly with information (or tasks). Repeats tasks in the correct sequence with more precision.</p> <p>Makes decisions when presented with two or three different options and can explain why.</p> <p>Takes in and makes sense of two or three pieces of information at the same time from external and/or internal sources, for example, 'Simon Says'.</p> <p>Demonstrates adaptability when finding different solutions to solve problems.</p> <p>Combines actions to create movement sequences independently and with others in response to stimuli, for example, music, words.</p> <p>Demonstrates flair, originality, and imagination when performing.</p>					
<p>HWB 0-22a I am developing my movement skills through practice and energetic play.</p> <p>HWB 1-22a I am developing skills and techniques and improving my level of performance and fitness.</p> <p>HWB 2-22a I practise,</p>	<p>In all Jigsaw sessions</p> <p>Jigsaw sessions contain a range of suggested activities that could be used to assess the cognitive skill and personal qualities benchmarks (below) which are applicable beyond physical education.</p> <p>Physical competency and physical fitness benchmarks (below) could be assessed</p>	<p>In all Jigsaw lessons</p> <p>All Jigsaw lessons contain a range of learning activities that could be used to assess the cognitive skill and personal qualities benchmarks (below) which</p>	<p>The following Jigsaw lessons are particularly relevant to HWB 1-22a</p> <p>DAG 1 DAG 2 DAG 4 DAG 5 HM 1 CM 6</p>	<p>The following Jigsaw lessons are particularly relevant to HWB 1-22a</p> <p>BMIMW 1 BMIMW 5 CD 3 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 2</p>	<p>The following Jigsaw lessons are particularly relevant to HWB 1-22a</p> <p>BMIMW 5 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 CM 4</p>	<p>The following Jigsaw lessons are particularly relevant to HWB 2-22a</p> <p>BMIMW 1 BMIMW 4 BMIMW 5 CD 3 CD 4 CD 6 DAG 3 DAG 5 DAG 6</p>	<p>The following Jigsaw lessons are particularly relevant to HWB 2-22a</p> <p>BMIMW 1 BMIMW 4 BMIMW 5 DAG 1 DAG 2 DAG 4 DAG 5 HM 1</p>	<p>The following Jigsaw lessons are particularly relevant to HWB 2-22a</p> <p>BMIMW 2 BMIMW 5 CD 1 CD 2 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5</p>	

consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.	through the outdoor learning experiences and imaginative play contained within the Jigsaw session plans and also through additional experiences provided by the setting within normal practice.	are applicable beyond physical education. In addition the Connect us activities in each Jigsaw lesson plan may provide teachers additional opportunities to assess physical competency and physical fitness benchmarks (below) outside of Physical Education lessons.	However all Jigsaw lessons could provide teachers with additional opportunities to assess the cognitive skills and personal qualities benchmarks (below) which are applicable beyond physical education. In addition some of the physical Connect us activities in Jigsaw may provide teachers additional opportunities to assess physical competency and physical fitness benchmarks (below) outside of Physical Education lessons.	HM 6 CM 6 However all Jigsaw lessons could provide teachers with additional opportunities to assess the cognitive skills and personal qualities benchmarks (below) which are applicable beyond physical education.	However all Jigsaw lessons could provide teachers with additional opportunities to assess the cognitive skills and personal qualities benchmarks (below) which are applicable beyond physical education.	HM 6 CM 6 All Jigsaw lessons contain a range of learning activities that could also be used to assess personal qualities benchmarks (below). The personal qualities to be developed are applicable beyond physical education and are integral to the Jigsaw programme.	All Jigsaw lessons contain a range of learning activities that could also be used to assess personal qualities benchmarks (below). The personal qualities to be developed are applicable beyond physical education and are integral to the Jigsaw programme.	DAG 6 HM 6 CM 4 All Jigsaw lessons contain a range of learning activities that could also be used to assess personal qualities benchmarks (below). The personal qualities to be developed are applicable beyond physical education and are integral to the Jigsaw programme.
	<u>HWB 0-22a benchmarks (Physical Education)</u> Cognitive Skills as for HWB0-21a Physical competencies as for HWB 0-21a <u>Personal Qualities</u>		<u>HWB 1-22a benchmarks (Physical Education)</u> Cognitive skills as for HWB 1-21a Physical Competencies as for HWB 1-21a <u>Personal Qualities</u>		<u>HWB 2-22a benchmarks (Physical Education)</u> Note: benchmarks that can only be assessed through Physical Education lessons are not listed <u>Personal Qualities</u>			

<p>Participates with enthusiasm. Enjoys being challenged.</p> <p>Sets targets in simple tasks.</p> <p>Describes why people participate in physical activity, for example, to have fun.</p> <p>Is developing an awareness of self and an increasing self-reliance in dealing with new situations.</p> <p>Discusses learning with adult support, and describes likes and dislikes.</p> <p>Responds and contributes to self and peer assessment with respect.</p> <p>Celebrates, values and uses achievements to build next steps.</p> <p>Is learning how to be a good winner and cope appropriately with losing.</p> <p>Stays on task that may at first seem challenging, to achieve success.</p> <p>Identifies and expresses some emotions appropriately, for example, happy/sad and understands how they can affect behaviour.</p> <p>Accepts direction from an adult or peer.</p> <p>Seeks appropriate help.</p> <p>Is beginning to use self-control when carrying out simple tasks. Adopts different roles when working individually or as part of a group.</p> <p>Makes choices about learning and playing in a variety of contexts.</p> <p>Shares with others and shows consideration during energetic play.</p> <p>Is aware of ideas, thoughts and feelings of others.</p> <p>Takes turns with others to use equipment safely</p>	<p>Shows an enthusiasm to participate. Enjoys being challenged.</p> <p>Recognises and responds to both internal and external motivation to:</p> <ul style="list-style-type: none"> • set targets • achieve personal goals • improve performance. <p>Identifies and describes reasons why people participate in physical activity, for example, to have fun, to be healthy, to set individual goals or to belong to a group.</p> <p>Has a positive awareness of self as physical competencies improve..</p> <p>Discusses learning and identifies strengths and next steps.</p> <p>Responds and contributes to self and peer assessment with respect.</p> <p>Celebrates, values and uses achievements as part of improving performance.</p> <p>Identifies and discusses how to be a good winner and cope appropriately with losing.</p> <p>Demonstrates persistence when facing a challenge and works to achieve a successful outcome.</p> <p>Recognises a variety of emotions and is developing the ability to manage them appropriately.</p> <p>Demonstrates a continuing readiness to learn and is developing planning and organisational skills.</p> <p>Develops a range of strategies to increase self-control when performing independently and/or with others.</p> <p>Adopts a variety of roles that lead to successful outcomes.</p> <p>Identifies and discusses the role of leader and the associated responsibilities.</p>	<p>Sets and acts upon personal goals based on knowledge and understanding of what it means to perform well.</p> <p>Explains factors that affect and influence participation in physical activity, for example, attitude, access, personal and/or family preference.</p> <p>Demonstrates understanding that we play a role in encouraging others.</p> <p>Initiates and works co-operatively with others providing support and encouragement.</p> <p>Self-assesses and acts as a peer assessor to provide constructive feedback to improve performance.</p> <p>Celebrates, values and uses achievements as part of development and progress.</p> <p>Identifies and discusses strategies around competition to cope appropriately with the outcomes.</p> <p>Demonstrates understanding of the positive link between effort, perseverance, and personal achievement.</p> <p>Recognises the variety of emotions that are associated with performing and the impact they have on behaviour and performance.</p> <p>Develops the ability to manage emotions to enhance performance.</p> <p>Demonstrates planning and organisational skills which are conducive to learning.</p> <p>Identifies and adopts strategies to increase self-control for enjoyable individual performance and/or with others. Adopts a variety of roles that lead to successful outcomes.</p> <p>Demonstrates understanding of the leadership role.</p> <p>Takes account of the views of others. Responds appropriately, for example, by asking and answering questions, clarifying points and building on ideas.</p>
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	<p>Is developing the ability to know when to listen and when to talk when interacting with others.</p> <p>Uses words and/or body language to express ideas, thoughts and feelings.</p> <p><u>Physical Fitness</u></p> <p>Sustains energetic levels of play/activity.</p> <p>Recognises different body parts required to sustain energetic activity.</p> <p>Identifies different ways to be physically active.</p> <p>Describes how the body changes when engaged in moderate to vigorous activity.</p> <p>Moves at different speeds – slowly, steadily and quickly.</p> <p>Moves parts of the body at different speeds.</p> <p>Starts and stops quickly.</p> <p>Understands speed in simple terms.</p> <p>Is developing postural control when performing physical actions.</p> <p>Moves in control and maintains shape.</p> <p>Holds body weight/position of stillness for short periods of time.</p> <p>Moves freely across a full range of movements.</p>	<p>Demonstrates how to include others when completing movement tasks.</p> <p>Engages positively with others to use equipment safely and fairly.</p> <p>Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions.</p> <p>Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures.</p> <p><u>Physical Fitness</u></p> <p>Participates in moderate to vigorous physical activity and sustains a level of activity that provides challenge.</p> <p>Describes how the body feels during and after sustained activity.</p> <p>Describes in simple terms the reasons why people participate in physical activity.</p> <p>Sets targets for sustaining moderate to vigorous physical activity.</p> <p>Demonstrates understanding of stamina in simple terms and how it affects health, and ability to perform.</p> <p>Moves at different speeds and is able to maintain balance whilst changing direction quickly.</p> <p>Demonstrates short bursts of fast movement from stillness.</p> <p>Moves parts of the body using different speeds and force.</p> <p>Demonstrates understanding of speed in simple terms and how it affects ability to perform.</p> <p>Shows postural control when starting, stopping and changing direction.</p>	<p>Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball.</p> <p><u>Physical Fitness</u></p> <p>Demonstrates understanding of how to sustain moderate to vigorous physical activity that provides challenge.</p> <p>Demonstrates understanding of heart rate and how to measure it.</p> <p>Describes how personal preference and choice can influence participation in physical activity.</p> <p>Sets personal goals for sustaining moderate to vigorous physical activity that lead to improvement.</p> <p>Identifies types of physical activity where stamina is key to success.</p>
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<p>HWB 0-23a I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p> <p>HWB 1-23a I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities.</p> <p>HWB 2-23a While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.</p>	<p>In all Jigsaw sessions</p> <p>Jigsaw sessions contain a range of suggested activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education.</p>	<p>In all Jigsaw lessons</p> <p>All Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education.</p> <p>Every Jigsaw lesson references the Jigsaw Charter (a classroom agreement) which the pupils know and understand.</p>	<p>In all Jigsaw lessons</p> <p>All Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education.</p> <p>Every Jigsaw lesson references the Jigsaw Charter (a classroom agreement) which the pupils know and understand.</p>	<p>In all Jigsaw lessons</p> <p>All Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education.</p> <p>Every Jigsaw lesson references the Jigsaw Charter (a classroom agreement) which the pupils know and understand.</p>	<p>In all Jigsaw lessons</p> <p>All Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education.</p> <p>Every Jigsaw lesson references the Jigsaw Charter (a classroom agreement) which the pupils know and understand.</p>	<p>All Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education, however the following Jigsaw lessons are particularly relevant to HWB 2-23a</p> <p>BMIMW 1 BMIMW 4 BMIMW 5 CD 6 DAG 3 DAG 5 DAG 6</p>	<p>All Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education, however the following Jigsaw lessons are particularly relevant to HWB 2-23a</p> <p>BMIMW 4 BMIMW 5 BMIMW 6 DAG 1 DAG 2 DAG 4 DAG 5 HM 1</p>	<p>All Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education, however the following Jigsaw lessons are particularly relevant to HWB 2-23a</p> <p>BMIMW 2 BMIMW 5 CD 1 CD 2 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 6 CM 4</p>

	HWB 0-23a benchmarks (Physical Education)		HWB 1-23a benchmarks (Physical Education)			HWB 2-23a benchmarks (Physical Education)		
	Personal Qualities as for HWB 0-22a		Personal Qualities as for HWB 1-22a			Personal Qualities as for HWB 2-22a		
<p>HWB 0-24a By exploring and observing movement, I can describe what I have learned about it.</p> <p>HWB 1-24a I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.</p> <p>HWB 2-24a By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.</p>	<p>In all Jigsaw sessions</p> <p>Jigsaw sessions contain a range of suggested activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education.</p>	<p>In all Jigsaw lessons</p> <p>All Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education.</p>	<p>In all Jigsaw lessons</p> <p>All Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education.</p>	<p>In all Jigsaw lessons</p> <p>All Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education.</p>	<p>In all Jigsaw lessons</p> <p>All Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education.</p>	<p>All Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education, however the following Jigsaw lessons are particularly relevant to HWB 2-24a</p> <p>BMIMW 1 BMIMW 5 CD 6 DAG 5 DAG 6</p>	<p>Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education.</p>	<p>All Jigsaw lessons contain a range of learning activities that could be used to assess the personal qualities benchmarks (below) which are applicable beyond physical education, however the following Jigsaw lessons are particularly relevant to HWB 2-24a</p> <p>BMIMW 5 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 6 CM 4</p>
	HWB 0-24a benchmarks (Physical Education)		HWB 1-24a benchmarks (Physical Education)			HWB 2-24a benchmarks (Physical Education)		
	Personal Qualities as for HWB 0-22a		Personal Qualities as for HWB 1-22a			Personal Qualities as for HWB 2-22a		
<p>HWB 0-25a I am enjoying daily opportunities to</p>	<p>In all Jigsaw sessions</p> <p>Provided by the outdoor learning experiences and</p>	<p>The following Jigsaw lessons contain</p>	<p>The following Jigsaw lessons contain</p>	<p>The following Jigsaw lessons contain</p>	<p>The following Jigsaw lessons contain</p>	<p>The following Jigsaw lessons teach about</p>	<p>The following Jigsaw lessons teach about</p>	<p>The following Jigsaw lessons teach about</p>

<p>participate in different kinds of energetic play, both outdoors and indoors.</p> <p>HWB 1-25a Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.</p> <p>HWB 2-25a I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.</p>	<p>imaginative play contained within the Jigsaw session plans in addition to any experiences provided by the setting within normal practice.</p>	<p>activities that are physically active:</p> <p>BMIMW 3 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 DAG 2 DAG 3 DAG 6 HM 4 R 2 CM 2 CM 5 CM 6</p>	<p>activities that are physically active:</p> <p>BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 DAG 4 DAG 5 HM 4 HM 5 R 1 R 3 R 5 CM 2 CM 4</p>	<p>activities that are physically active or teach about importance of physical activity:</p> <p>BMIMW 1 BMIMW 5 CD 3 HM 2 HM 6</p>	<p>activities that are physically active or teach about importance of physical activity:</p> <p>BMIMW 1 BMIMW 2 BMIMW 4 CD 3</p>	<p>importance of physical activity:</p> <p>HM 6</p>	<p>importance of physical activity:</p> <p>HM 1</p>	<p>importance of physical activity:</p> <p>HM 6</p>
	No equivalent benchmarks for HWB 0-25a	No equivalent benchmarks for HWB 1-25a			<u>HWB 2-25a benchmarks (Personal Social Education)</u> Participates daily in moderate to vigorous physical activity.			
<p>HWB 2-26a I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my</p>	Note: HWB Experience and Outcome 26a is only applicable at Second Level	Note: HWB Experience and Outcome 26a is only applicable at Second Level			<p>HM 6</p>	<p>HM 1</p>	<p>HM 6</p>	
					<u>HWB 2-26a benchmarks (Personal Social Education)</u> Identifies and accesses opportunities for sport and / or outdoor learning within place of learning and community.			

performance in my place of learning and beyond.								
HWB 0-27a I know that being active is a healthy way to be. HWB 1-27a I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body. HWB 2-27a I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.	In all Jigsaw sessions Provided by the outdoor learning experiences and imaginative play contained within the Jigsaw session plans in addition to any experiences provided by the setting within normal practice.	HM 1 HM 2 HM 6	HM-1 HM-2 HM-3 HM-4 HM-5 HM-6	HM 1 HM 2 HM 3 HM 6	HM 3 HM 4	HM 6	HM 1	HM 4 HM 6
	<u>HWB 0-27a benchmarks (Personal Social Education)</u> Demonstrates different ways of being active, for example, energetic play. Identifies how being active affects their body, for example, raised heartbeat, getting hot. Gives reasons why being active is good for health.		<u>HWB 1-27a benchmarks (Personal Social Education)</u> Suggests different ways of being active and the positive effect this can have on health. Articulates how much sleep is needed in childhood and why this is important. Explains that food is the fuel that gives the body energy.			<u>HWB 2-27a benchmarks (Personal Social Education)</u> Explains the interrelationship of daily physical activity, diet, rest and sleep on health and wellbeing.		
HWB 0-28a I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. HWB 1-28a I understand that my body needs energy to function and that this comes from the food I eat. I	In all Jigsaw sessions Provided by the outdoor learning experiences and imaginative play contained within the Jigsaw session plans in addition to any experiences provided by the setting within normal practice.	HM 1 HM 2 HM 6	HM-1 HM-2 HM-4 HM-5 HM-6	HM 1 HM 2 HM 6		HM 5 HM 6	HM 1	HM 4 HM 6
	<u>HWB 0-28a benchmarks (Personal Social Education)</u> Same benchmarks as for HWB 0-27a		<u>HWB 1-28a benchmarks (Personal Social Education)</u> Same benchmarks as for HWB 1-27a			<u>HWB 2-28a benchmarks (Personal Social Education)</u> Identifies a range of activities at different intensities and explains how these may influence food / energy requirements, for example, 100m sprint – higher		

<p>am exploring how physical activity contributes to my health and wellbeing.</p> <p>HWB 2-28a I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.</p>							energy requirement; recreational bike ride – lower energy requirement		
<p>HWB 0-29a / HWB 1-29a / HWB 2-29a I enjoy eating a diversity of foods in a range of social situations.</p>	<p>BMIMW 5 HM-3 CM 2</p> <p>Plus opportunities in shared 'snack times' and meal times as part of the settings regular practice.</p>	<p>BMIMW 5 HM-3 CM 2</p> <p>Plus opportunities in shared 'snack times' and meal times as part of the settings regular practice.</p>	<p>Opportunities for teachers to link food preparation and tasting activities to Healthy Me lessons and end of puzzle outcome for Healthy Me.</p>	<p>HM 1 HM 4 HM 5 HM 6</p>			<p>HM 5 HM 6</p>	<p>HM 1</p>	<p>HM 4</p>
	<p><u>HWB 0-29a benchmarks (Food and Health)</u></p> <p>Eats socially with others.</p> <p>Recognises that we eat different foods at different times of the day and on different occasions.</p> <p>Prepares and tastes a range of familiar and unfamiliar foods.</p> <p>Recognises and respects that others' food choices may be different from their own.</p>			<p><u>HWB 1-29a benchmarks (Food and Health)</u></p> <p>Prepares, tastes and tries an increasing range of familiar and unfamiliar foods.</p> <p>Explains likes and dislikes in relation to food.</p> <p>Chooses appropriate foods to prepare for a given situation.</p> <p>Describes appropriate table manners within different social situations.</p>			<p><u>HWB 2-29a benchmarks (Food and Health)</u></p> <p>Uses sensory descriptors to describe foods, for example, taste, texture, appearance, smell.</p> <p>Identifies, prepares and selects foods for a range of situations, for example, social, cultural, religious events.</p> <p>Devises guidelines for good table manners.</p>		

<p>HWB 0-30a Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy.</p> <p>HWB 1-30a By investigating the range of foods available I can discuss how they contribute to a healthy diet.</p> <p>HWB 2-30a By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.</p>	<p>BMIMW 5 HM-3 CM 2</p> <p>Plus opportunities in shared 'snack times' and meal times as part of the settings regular practice.</p>	<p>BMIMW 5 HM-3 CM 2</p> <p>Plus opportunities in shared 'snack times' and meal times as part of the settings regular practice.</p>	<p>Opportunities for teachers to link food preparation and tasting activities to Healthy Me lessons and end of puzzle outcome for Healthy Me.</p>	<p>HM-1 HM-4 HM-5 HM-6</p>			<p>HM 5 HM 6</p>	<p>HM 1</p>	<p>HM 4</p>
	<p><u>HWB 0-30a benchmarks (Food and Health)</u> Recognises that eating more of some types of foods and less of others is good for health. Identifies, prepares and tastes a range of foods, for example, fruit, vegetables. Identifies how much water should be consumed in a day.</p>			<p><u>HWB 1-30a benchmarks (Food and Health)</u> Recognises and names the main food groups, for example, The Eatwell Guide.</p> <p>Sorts a selection of foods into the food groups. Chooses foods from different food groups to create a balanced meal.</p> <p>Assists in preparing healthy dishes for a variety of occasions, for example, an intergenerational visit.</p> <p>Identifies at least one reason as to why it is important to drink enough water.</p>			<p><u>HWB 2-30a benchmarks (Food and Health)</u> Explains the proportions each food group should contribute to a healthy eating plan. Identifies and classifies composite dishes according to the food groups, for example, lasagne, chicken stir fry.</p> <p>Outlines at least three current healthy eating messages, for example, lowering salt and sugar intake.</p> <p>Creates a healthy eating plan which reflects current dietary advice, prepares food which contributes to it and compares plan to own diet.</p> <p>Identifies simple changes or improvements to own diet.</p> <p>Explains the importance of keeping hydrated.</p>		
<p>HWB 1-30b I experience a sense of enjoyment and achievement when</p>	<p>Note: HWB Experience and Outcome 30b is only applicable at First Level</p>			<p>HM-1 HM-4 HM-5 HM-6</p>			<p>Note: HWB Experience and Outcome 30b is only applicable at First Level</p>		

preparing simple healthy foods and drinks.									
				<u>HWB 1-30b benchmarks (Food and Health)</u> Same benchmarks as for HWB 0-30a					
HWB 31a (only applicable at Levels 3 and 4)									
HWB 0-32a I know that people need different kinds of food to keep them healthy.	BMIMW 5 HM 3 CM 2	BMIMW 5 HM 3 CM 2	HM 1 HM 2 HM 6	CM-3 In addition teachers could include discussion about differing nutritional needs within Jigsaw Healthy Me lessons.			HM 5 HM 6	HM 1	HM 4
HWB 1-32a I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition.									
HWB 2-32a I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods.	<u>HWB 0-32a benchmarks (Food and Health)</u> Uses the words lots, some and a little to prepare and describe the amount of food that should be eaten from each food group to stay healthy.			<u>HWB 1-32a benchmarks (Food and Health)</u> Identifies at least two differences in individuals' dietary needs as they change through life, for example, infant, toddler, child, teenager, adult			<u>HWB 2-32a benchmarks (Food and Health)</u> Recognises that all food and drink provides different levels of nutrients. Lists the five nutrient groups. Recognises that energy is provided by carbohydrates, fats and proteins and that vitamins and minerals are required to keep the body healthy. Explains at least three nutritional requirements at different stages of life, for example energy, protein, calcium. Suggests why people might avoid certain foods, for example, religion, culture, allergies, medical reasons.		

<p>HWB 0-33a / HWB 1-33a I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.</p> <p>HWB 2-33a Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.</p>	HM 5	HM 5	HM 1 HM 2 HM 3 HM 6	HM 1 HM 6			HM 6 CM 2 CM 3	HM 1	HM 4 CM 1
<p>HWB 2-34a Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion.</p>	Note: HWB Experience and Outcome 34a is only applicable at Second Level			Note: HWB Experience and Outcome 34a is only applicable at Second Level			CD 6 DAG 5 DAG 6		
	<p><u>HWB 0-33a benchmarks (Food and Health)</u></p> <p>Demonstrates how to perform daily hygiene routines, for example, hand washing, teeth brushing.</p> <p>Gets ready to prepare food, for example, wash hands, tie hair back, wear an apron</p> <p>Demonstrates an understanding of basic food hygiene and safety through, for example, washing fruit and vegetables, storing perishables in the fridge.</p> <p>Works safely when using simple kitchen equipment.</p>			<p><u>HWB 1-33a benchmarks (Food and Health)</u></p> <p>Explains the importance of daily hygiene routines, for example, hand washing, teeth brushing and body cleanliness.</p> <p>Works safely and hygienically before, during and after preparing foods, for example, adhering to appropriate allergy advice, getting ready to cook, storing ingredients appropriately, washing and drying equipment and surfaces.</p> <p>Identifies where different types of food are stored.</p> <p>Handles equipment safely, for example, when using hot or sharp kitchen tools.</p>			<p><u>HWB 2-33a benchmarks (Food and Health)</u></p> <p>Makes food items safely and hygienically, adhering to allergies, cleaning, cross contamination, cooking, chilling.</p> <p>Identifies ways to reduce the risk of food poisoning, for example, reheating food until piping hot, safe food storage, different coloured chopping boards.</p> <p>Explains the difference between Use By and Best Before dates.</p> <p>Creates a risk assessment for a practical food session.</p>		
							<p><u>HWB 2-34a benchmarks (Food and Health)</u></p> <p>Describes the journey of food from source to plate for example, from the sea, farms or factories to markets, supermarkets or direct to consumer.</p> <p>Creates a dish using fresh, local, seasonal ingredients and calculates food miles of key ingredients.</p> <p>Explains the benefits of waste management, for example, the 3 'Rs' - reduce, reuse, recycle.</p> <p>Compares the cost of identified ingredients to establish the most economical source.</p>		

							Identifies factors that may influence food choice, for example, religious, cultural, geographical, ethical factors.		
<p>HWB 0-35a I explore and discover where foods come from as I choose, prepare and taste different foods.</p> <p>HWB 1-35a / HWB 2-35a When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.</p>	<p>BMIMW 5 HM 3 CM 2</p>	<p>BMIMW 5 HM 3 CM 2</p>	<p>Opportunities for teachers to provide additional enrichment food preparation and tasting activities to Healthy Me lessons and as part of the end of puzzle outcome for Healthy Me.</p>	<p>HM-6 Opportunities for teachers to provide additional enrichment food preparation and tasting activities to Healthy Me lessons and as part of the end of puzzle outcome for Healthy Me.</p>	<p>R 4 R 5</p>		<p>DAG 5 DAG 6</p>		
	<p><u>HWB 0-35a benchmarks (Food and Health)</u></p> <p>Describes which foods come from plants and which come from animals when working with and tasting foods.</p>			<p><u>HWB 1-35a benchmarks (Food and Health)</u></p> <p>Describes the basic journey of food, for example, milk can come from a cow, bread comes from wheat / rye / oats.</p> <p>Follows a recipe using fresh, local, seasonal produce, for example, making soup, hot or cold snack.</p> <p>Identifies how to prevent food related waste, for example, composting peelings, reusing leftovers, reducing use of packaging.</p>			<p><u>HWB 2-35a benchmarks (Food and Health)</u></p> <p>Same benchmarks as for HWB 2-34a</p>		

				Maps sources of food and drink in the local area.					
HWB 2-36a By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices.	Note: HWB Experience and Outcome 36a is only applicable at Second Level			Note: HWB Experience and Outcome 36a is only applicable at Second Level				HM 1	HM 4
							HWB 2-36a benchmarks (Food and Health) Uses different food labelling systems to select foods for a specified dietary requirement, for example, low in fat.		
HWB 1-37a I am discovering the different ways that advertising and the media can affect my choices. HWB 2-37a I can understand how advertising and the media are used to influence consumers.	Note: HWB Experience and Outcome 37a is only applicable at First and Second Level					CD 2	HM 4 HM 5	HM 3 HM 6	
				HWB 1-37a benchmarks (Food and Health) Describes at least three ways that advertising and media can affect our food choices			HWB 2-37a benchmarks (Food and Health) Identifies three methods of persuasion used by media/advertisers to influence consumers, for example, logos		
HWB 0-38a I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances. HWB 1-38a I know that there are medicines and some other substances that can be used in a safe way to	CD 6 HM 5	CD 6 HM 5	HM 3 HM 4 HM 5 HM 6 R - 3	HM 1 HM 3 HM 4 HM 5 HM 6	BMIMW 2 HM 3 HM 4	HM 3 HM 4 HM 6	HM 1 HM 2 HM 6	HM 2 HM 3 HM 6	HM 3 HM 5
	HWB 0-38a benchmarks (Personal Social Education) Identifies which substances may be helpful and which may be harmful in given situations.			HWB 1-38a benchmarks (Personal Social Education) Identifies conditions which require medication and how it benefits health Identifies why missing medication can be harmful			HWB 2-38a benchmarks (Personal Social Education) Gives examples of what can happen to the body as a result of smoking tobacco or drinking alcohol. Knows the recommended alcohol intake advice.		

<p>improve health and I am becoming aware of how choices I make can affect my health and wellbeing.</p> <p>HWB 2-38a I understand the effect that a range of substances including tobacco and alcohol can have on the body.</p>		Links personal actions to health and wellbeing, using role play for example			
<p>HWB 2-39a I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.</p>	Note: HWB Experience and Outcome 39a is only applicable at Second Level	Note: HWB Experience and Outcome 37a is only applicable at Second Level	HM 1 HM 2 HM 4 HM 5 HM 6	HM 1 HM 2 HM 3 HM 6 R 4	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 2 HM 3 HM 4
			<u>HWB 2-39a benchmarks (Personal Social Education)</u> Gives examples of how peer, media and other pressures can influence decision making.		
<p>HWB 2-40a I know that alcohol and drugs can affect people's ability to make decisions.</p>	Note: HWB Experience and Outcome 40a is only applicable at Second Level	Note: HWB Experience and Outcome 40a is only applicable at Second Level	HM 2 HM 6	HM 2 HM 3 HM 6	HM 3 HM 5
			<u>HWB 2-40a benchmarks (Personal Social Education)</u> Identifies risks associated with the use of substances, for example, overdose, impaired judgement / vision.		
<p>HWB 2-41a I can identify the different kinds of risks associated with the use and misuse</p>	Note: HWB Experience and Outcome 41a is only applicable at Second Level	Note: HWB Experience and Outcome 41a is only applicable at Second Level	HM 1 HM 2 HM 3 HM 6	HM 2 HM 4 HM 6	HM 3 HM 5

of a range of substances.							<u>HWB 2-41a benchmarks (Personal Social Education)</u> Identifies the impact of risk taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving licence, family.		
HWB 0-42a I can show ways of getting help in unsafe situations and emergencies. HWB 1-42a I know how to react in unsafe situations and emergencies. HWB 2-42a I know of actions I can take to help someone in an emergency.	CD 6 HM 6 R 4 R 5	CD 6 HM 6 R 4 R 5	CD 4 HM 4 HM 5 HM 6 R 3 R 4	CD 4 HM 3 R 2 R 4 R 5 CM 5	CD 3 CD 4 HM 3 HM 4 HM 5 R 3	CD 3 CD 4 HM 3 HM 4 HM 6	CD 4 HM 2 HM 3	CD 4 HM 2 HM 3 HM 4 HM 6 R 5 R 6	CD 4 CD 5 CD 6 HM 3 HM 5
	<u>HWB 0-42a benchmarks (Personal Social Education)</u> Suggests ways to get help in unsafe and emergency situations, for example, seeking out an adult. Names the emergency services			<u>HWB 1-42a benchmarks (Personal Social Education)</u> Links personal actions to health and wellbeing, using role play for example. Describes when and how to contact emergency services. Shares key information about an emergency situation.			<u>HWB 2-42a benchmarks (Personal Social Education)</u> Performs basic first aid procedures, for example, minor bleeding and burns, recovery position. Explains how to contact the appropriate emergency services giving full details of the incident and location.		
HWB 2-43a I understand the impact that misuse of substances can have on individuals, their families and friends.	Note: HWB Experience and Outcome 43a is only applicable at Second Level			Note: HWB Experience and Outcome 43a is only applicable at Second Level			HM 1 HM 2	HM 2 HM 3 HM 6 R 4	HM 3 HM 5
HWB 0-44a / HWB 1-44a I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 2-44a I understand that a wide range of different kinds of	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 6 CD 1 CD 2 CD 3 CD 5 CD 6 R 1 R 2 R 3 R 4 R 5 R 6	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 6 CD 1 CD 2 CD 3 CD 5 CD 6 R 1 R 2 R 3 R 4 R 5 R 6	BMIMW 1 BMIMW 2 BMIMW 3 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 R 1 R 2 R 3 R 5 R 6	CD 3 CD 4 CD 5 CD 6 DAG 3 R 1 R 2 R 3 R 4 R 5 R 6	BMIMW 2 BMIMW 4 BMIMW 5 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 R 2 R 6 CM 5	BMIMW 4 CD 1 CD 2 CD 3 CD 4 CD 6 DAG 3 HM 1 HM 2 HM 5 HM 6 R 1 R 2 R 3	CD 3 CD 4 R 2 R 3 R 4 R 5 CM 4	CD 3 CD 4 CD 6 DAG 6 HM 6 R 1 R 2 R 3 R 4 R 5 R 6 CM 5	BMIMW 3 BMIMW 5 CD 1 CD 2 CD 4 CD 5 CD 6 DAG 3 R 1 R 2 R 3 R 4 R 5 R 6 CM 3

friendships and relationships exist.						R 4 R 5 R 6			
	No equivalent benchmarks for HWB 0-44a			No equivalent benchmarks for HWB 1-44a			<u>HWB 2-44a benchmarks (Personal Social Education)</u> Identifies different kinds of friendships and relationships.		
HWB 0-44b / HWB 1-44b I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 2-44b I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 6 CD 5 CD 6 R 1 R 2 R 3 R 4 R 5 R 6	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 6 CD 5 CD 6 R 1 R 2 R 3 R 4 R 5 R 6	CD 3 CD 4 CD 5 R 1 R 2 R 3 R 4 R 5 R 6	BMIMW 1 CD 3 CD 4 R 1 R 2 R 3 R 4 R 5 CM 5 CM 6	BMIMW 2 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 5 HM 4 R 2 R 3	CD 3 CD 4 DAG 3 DAG 4 HM 1 HM 5 HM 6 R 1 R 2 R 3 R 5 R 6 CM 5	CD 2 CD 3 CD 4 HM 6 R 2 R 3 R 4 R 5 R 6 CM 4	CD 3 CD 4 CD 6 HM 5 HM 6 R 1 R 2 R 3 R 4 R 5 R 6 CM 5	BMIMW 3 BMIMW 5 CD 1 CD 2 CD 4 CD 5 CD 6 DAG 3 HM 1 HM 2 R 1 R 2 R 3 R 4 R 5 R 6 CM 3
HWB 0-45a / HWB 1-45a I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 2-45a I am identifying and practising skills to manage changing relationships and I understand the positive impact this	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 6 CD 3 CD 4 CD 5 CD 6 DAG 4 R 1 R 2 R 3 R 4 R 5 R 6	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 6 CD 3 CD 4 CD 5 CD 6 DAG 4 R 1 R 2 R 3 R 4 R 5 R 6	BMIMW 1 BMIMW 2 CD 4 CD 5 HM 4 HM 5 R 1 R 2 R 3 R 4 R 5 R 6	BMIMW 1 BMIMW 2 HM 3 R 1 R 2 R 3 R 4 R 5 R 6 CM 1 CM 2 CM 3 CM 4 CM 5 CM 6	BMIMW 1 BMIMW 2 CD 1 CD 2 CD 3 CD 4 HM 4 R 3 R 6 CM 1 CM 2 CM 3 CM 4 CM 6	BMIMW 2 CD 3 CD 4 DAG 3 HM 6 R 2 R 6 CM 1 CM 2 CM 3 CM 5	CD 3 CD 4 R 2 R 3 R 4 R 5 R 6 CM 4	CD 3 CD 4 CD 6 DAG 6 HM 5 HM 6 R 1 R 2 R 3 R 4 R 5 R 6 CM 5 CM 6	BMIMW 3 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 4 CD 5 CD 6 DAG 3 HM 1 HM 2 R 1 R 2 R 3 R 4 R 5 R 6 CM 3 CM 6

can have on my emotional wellbeing.	<u>HWB 0-45a benchmarks (Personal Social Education)</u> Identifies people who can help, for example, teachers, family members. Recognises that care can come from a variety of different people. Identifies that families may be made up of different people.			<u>HWB 1-45a benchmarks (Personal Social Education)</u> Explains ways in which families may differ and that there are a variety of people who may care for us. Explains changes to the body at different stages of life.			<u>HWB 2-45a benchmarks (Personal Social Education)</u> Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. Explains the impact of positive relationships on emotional wellbeing		
HWB 0-45b / HWB 1-45b / HWB 2-45b I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.	In all Jigsaw sessions	In all Jigsaw sessions	R 3 CM 4	R 2 R 3 R 4 R 5 R 6 CM 4 CM 5	CD 3 CD 4 CD 5 CD 6 HM 4 R 2 R 3 CM 1 CM 2 CM 3 CM 4	BMIMW 1 CD 3 CD 4 HM 6	CD 3 CD 4 R 2 R 3 R 4 R 5 R 6 CM 4	CD 3 CD 4 DAG 6 HM 6 R 1 R 2 R 3 R 5 R 6 CM 5 CM 6	BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 4 CD 5 CD 6 DAG 3 HM 1 HM 2 R 1 R 2 R 3 R 4 R 5 R 6 CM 3
HWB 46a (only applicable at Levels 3 and 4)									
HWB 0-47a / HWB 1-47a I recognise that we have similarities and differences but are all unique. HWB 2-47a I recognise that how my body changes can affect how I feel	BMIMW 1 CD 1 CD 2 CD 3 CD 4 DAG 1 DAG-2 DAG 3 DAG 4 DAG 5 DAG 6	BMIMW 1 CD 1 CD 2 CD 3 CD 4 DAG 1 DAG-2 DAG 3 DAG 4 DAG 5 DAG 6	CD 1 CD 2 CD 6 DAG 3 DAG 4 DAG 5 DAG 6 R 1 R 2 R 3 R 4 R 5	CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 R 1 R 3 CM 4	BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 R 1 R 2 R 4	CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 R 4 CM 1 CM 2 CM 3	HM 4 HM 5 CM 1 CM 2 CM 3 CM 4	CD 1 CM 1 CM 2 CM 3 CM 4 CM 5	CM 1 CM 2 CM 4

about myself and how I may behave.			R 6 CM 2 CM 3 CM 5		R 5 R 6 CM 1 CM 2 CM 3 CM 4 CM 5				
	HWB 0-47a benchmarks (Personal Social Education) Identifies body differences and similarities.			HWB 1-47a benchmarks (Personal Social Education) Recognises that everyone is unique and identifies similarities and differences. Explains that development and growth of each individual is different.			HWB 2-47a benchmarks (Personal Social Education) Identifies positive things about own body image and appearance. Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.		
HWB 0-47b / HWB 1-47b I am aware of my growing body and I am learning the correct names for its different parts and how they work.	HM 1 HM 2 HM 3 HM 4 CM 1 CM 2 CM 3	HM 1 HM 2 HM 3 HM 4 CM 1 CM 2 CM 3	CM 2 CM 3 CM 4	CD 2 HM 4 HM 5 HM 6 CM 1 CM 2 CM 3 CM 4	HM 1 HM 2 HM 6 CM 1 CM 2 CM 3 CM 4	HM 3 HM 4 CM 1 CM 2 CM 3	Note: HWB Experience and Outcome 47b is only applicable at Early and First Levels		
	HWB 0-47b benchmarks (Personal Social Education) Identifies body differences and similarities. Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples.			HWB 1-47b benchmarks (Personal Social Education) Recognises that everyone is unique and identifies similarities and differences. Explains that development and growth of each individual is different. Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina.					
HWB 0-48a / HWB 1-48a I am learning what I can do to look after my body and who can help me.	BMIMW 5 HM 1 HM 2 HM 3 HM 4 HM 5 CM 1	BMIMW 5 HM 1 HM 2 HM 3 HM 4 HM 5 CM 1	BMIMW 1 BMIMW 2 CD 4 CD 5 HM 1 HM 2 HM 3	BMIMW 1 HM 1 HM 2 HM 3 HM 4 HM 5 HM 6	CD 1 HM 1 HM 2 HM 3 HM 4 HM 6	BMIMW 2 CD 3 CD 4 HM 3 HM 4 R 1	R 3 R 4 CM 1 CM 2 CM 3 CM 4 CM 5	CD 1 CM 1 CM 2 CM 3 CM 4 CM 5 CM 6	HM 1 HM 2 R 1 R 2 CM 1 CM 2 CM 4

HWB 2-48a I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene.	CM 2 In addition sessions for HWB 0-45a are also applicable	CM 2 In addition sessions for HWB 0-45a are also applicable	HM 4 HM 5 HM 6 R 1 R 2 R 3 R 4 R 5 R 6	R 1 R 2 R 3 R 4 R 5 CM 3 CM 4 CM 5 CM 6	R 3 R 6 CM 1 CM 2 CM 3 CM 4	R 2 CM 2 CM 3	CM 6		CM 5 CM 6
HWB 0-48a benchmarks (Personal Social Education) Demonstrates modesty and privacy through, for example, closing toilet doors. Manages personal space with respect towards self and others. Demonstrates an understanding of the concept, 'my body belongs to me'. Recognises and communicates uncomfortable feelings in relation to a person or situation using, for example, the 3-step model: say no, go away, talk to someone you trust. Identifies people who can help, for example, teachers, family members. Recognises that care can come from a variety of different people.				HWB 1-48a benchmarks (Personal Social Education) Explains about own and others' needs for privacy. Expresses feelings through appropriate closeness to others. Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust. Identifies who to talk to if worried or concerned.			HWB 2-48a benchmarks (Personal Social Education) Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris. Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. Demonstrates an understanding of diversity in sexuality and gender identity. Describes ways of keeping hygienic during puberty.		
HWB 0-49a / HWB 1-49a I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 2-49a	CD 6 HM 1 HM 2 HM 3 HM 4 HM 5 CM 1 CM 2	CD 6 HM 1 HM 2 HM 3 HM 4 HM 5 CM 1 CM 2	HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 R 3 R 4 CM 3 CM 4	HM 1 HM 2 HM 4 HM 5 HM 6 R 1 R 2 R 3 R 4 R 5 CM 5	BMIMW 2 HM 1 HM 2 HM 3 HM 6 R 6 CM 1 CM 2 CM 3 CM 4	BMIMW 2 CD 3 CD 4 CD 5 HM 3 HM 4 HM 6 R 1 R 2 CM 1 CM 2 CM 3	CD 3 CD 4 HM 1 HM 2 HM 3 R 3 R 5 R 6 CM 2 CM 3 CM 4	CD 1 CD 3 CD 4 HM 2 HM 3 HM 4 HM 5 HM 6 R 2 R 3 R 4 R 5	BMIMW 4 CD 1 CD 4 CD 5 CD 6 HM 4 R 1 R 2 R 3 R 4 CM 1

I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.								R 6 CM 1 CM 2 CM 3 CM 4 CM 5 CM 6	
	HWB 0-49a benchmarks (Personal Social Education) Same benchmarks as for HWB 0-48a			HWB 1-49a benchmarks (Personal Social Education) Same benchmarks as for HWB 1-48a			HWB 2-49a benchmarks (Personal Social Education) Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. Explains own rights and responsibilities in relation to abuse. Describes the concept of consent.		
HWB 0-50a / HWB 1-50a I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 2-50a I am able to describe how human life begins and how a baby is born.	BMIMW 6 HM 3 HM 4 CM 2 CM 3 CM 4	BMIMW 6 HM 3 HM 4 CM 2 CM 3 CM 4	CM 1 CM 2 CM 3 CM 4	HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 CM 1 CM 2 CM 3 CM 4	CM 1 CM 2 CM 3 CM 4	CM 1 CM 2 CM 3	CM 2 CM 3	CM 2 CM 3 CM 4	CM 1
	HWB 0-50a benchmarks (Personal Social Education) Gives examples of where living things come from, for example, plants from seeds, fish from eggs. Explains that living things need food, water and care to grow and survive.			HWB 1-50a benchmarks (Personal Social Education) Identifies what is needed for growth and development of animals, plants and humans.			HWB 2-50a benchmarks (Personal Social Education) Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth. Gives reasons why contraception may be used, for example, to prevent pregnancy and infection. Describes some symptoms of pregnancy.		
HWB 0-51a / HWB 1-51a I am able to show an awareness of the tasks required to look after a baby. HWB 2-51a	BMIMW 6 HM 4 CM 3 CM 4 In addition teachers could include discussions	BMIMW 6 HM 4 CM 3 CM 4 In addition teachers could include discussions	CM 3 In addition teachers could include discussions about infant needs within	CM 1 CM 2 CM 3 In addition teachers could include discussions about infant	CM 1 CM 2 CM 3 CM 4	CM 2 CM 3	CM 2 CM 3	R 1 CM 4	R 6 CM 3

I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.	about infant needs within Healthy Me lessons.	about infant needs within Healthy Me lessons.	Healthy Me lessons.	needs within Healthy Me lessons.					
	HWB 0-51a benchmarks (Personal Social Education) Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping.			HWB 1-51a benchmarks (Personal Social Education) Explains how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.			HWB 2-51a benchmarks (Personal Social Education) Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour.		

Table 2 : Jigsaw's Formal Assessment Opportunities and related Curriculum for Excellence benchmarks

Year Group	Puzzle (unit of work) and Piece (lesson) number	Related Curriculum for Excellence benchmarks
Primary 1	Celebrating Difference Piece (lesson) 6	<p><u>Personal and Social Education</u></p> <ul style="list-style-type: none"> ▪ Shares aspirations and goals for the future. (HWB0-20a) ▪ Talks about own learning, strengths and next steps (HWB 0-20a) <p><u>Physical Education</u> (Personal Qualities)</p> <ul style="list-style-type: none"> ▪ Is developing an awareness of self and an increasing self-reliance in dealing with new situations (HWB0-22a, 23a, 24a) ▪ Discusses learning with adult support, and describes likes and dislikes (HWB0-22a,23a,24a) ▪ Responds and contributes to self and peer assessment with respect (HWB 0-22a,23a,24a) ▪ Celebrates, values and uses achievements to build next steps (HWB 0-22a) ▪ Is learning how to be a good winner and cope appropriately with losing. ▪ Identifies and expresses some emotions appropriately, for example, happy/sad and understands how they can affect behaviour (HWB 0-22a 23a, 24a) ▪ Uses words and/or body language to express ideas, thoughts and feelings (HWB 0-22a, 23a,24a)
	Dreams and Goals Piece (lesson) 6	<p><u>Personal and Social Education</u></p> <ul style="list-style-type: none"> ▪ Shares aspirations and goals for the future (HWB 0-20a) ▪ Talks about own learning, strengths and next steps (HWB 0-20a) <p><u>Physical Education</u> (Personal Qualities)</p> <ul style="list-style-type: none"> ▪ Is developing an awareness of self and an increasing self-reliance in dealing with new situations (HWB0-22a, 23a, 24a) ▪ Discusses learning with adult support, and describes likes and dislikes (HWB0-22a, 23a,24a) ▪ Responds and contributes to self and peer assessment with respect (HWB 0-22a,23a,24a) ▪ Celebrates, values and uses achievements to build next steps (HWB 0-22a,23a,24a) ▪ Is learning how to be a good winner and cope appropriately with losing (HWB 0-22a, 23a, 24a) ▪ Participates with enthusiasm. Enjoys being challenged. (HWB 0-22a,23a,24a) ▪ Sets targets in simple tasks (HWB 0-22a,23a, 24a) ▪ Identifies and expresses some emotions appropriately, for example, happy/sad and understands how they can affect behaviour (HWB 0-22a,23a, 24a) ▪ Uses words and/or body language to express ideas, thoughts and feelings (HWB 0-22a,23a, 24a)
	Healthy Me Piece (lesson) 6	<p><u>Personal and Social Education</u></p> <ul style="list-style-type: none"> ▪ Demonstrates different ways of being active, for example, energetic play.(HWB 0-27a, 28a) ▪ Identifies how being active affects their body, for example, raised heartbeat, getting hot. (HWB 0-27a, 28a) ▪ Gives reasons why being active is good for health. (HWB 0-27a, 28a)

		<ul style="list-style-type: none"> Identifies which substances may be helpful and which may be harmful in given situations (HWB 0-38a) Demonstrates an understanding of the concept, 'my body belongs to me' (HWB 0-48a, 49a) Explains that living things need food, water and care to grow and survive (HWB 0-50a) <u>Physical Education</u> (Physical Fitness) Recognises different body parts required to sustain energetic activity (HWB 0-22a) Identifies different ways to be physically active (HWB 0-22a) Describes how the body changes when engaged in moderate to vigorous activity (HWB 0-22a) <u>Food and Health</u> Recognises that eating more of some types of foods and less of others is good for health (HWB 0-30a) Identifies, prepares and tastes a range of foods, for example, fruit, vegetables (HWB 0-30a) Identifies how much water should be consumed in a day (HWB 0-30a) Uses the words lots, some and a little to prepare and describe the amount of food that should be eaten from each food group to stay healthy (HWB 0-32a) Demonstrates how to perform daily hygiene routines, for example, hand washing, teeth brushing (HWB 0-33a) Demonstrates an understanding of basic food hygiene and safety through, for example, washing fruit and vegetables, storing perishables in the fridge (HWB 0-33a) Describes which foods come from plants and which come from animals when working with and tasting foods (HWB 0-35a)
	Relationships Piece (lesson) 6	<u>Personal and Social Education</u> <ul style="list-style-type: none"> Demonstrates an understanding of the concept, 'my body belongs to me' (HWB 0-48a, 49a) Recognises and communicates uncomfortable feelings in relation to a person or situation using, for example, the 3-step model: say no, go away, talk to someone you trust (HWB 0-48a, 49a) Identifies people who can help, for example, teachers, family members (HWB 0-45a) Recognises that care can come from a variety of different people (HWB 0-45a) Identifies that families may be made up of different people (HWB 0-45a) <u>Physical Education</u> (Personal Qualities) <ul style="list-style-type: none"> Identifies and expresses some emotions appropriately, for example, happy/sad and understands how they can affect behaviour (HWB 0-22a,23a, 24a) Is aware of ideas, thoughts and feelings of others (HWB 0-22a, 23a 24a) Uses words and/or body language to express ideas, thoughts and feelings (HWB 0-22a,23a,24a)
	Changing Me Piece (lesson) 4	<u>Personal and Social Education</u> <ul style="list-style-type: none"> Suggests ways to get help in unsafe and emergency situations, for example, seeking out an adult (HWB 0-42a) Identifies body differences and similarities (HWB 0-47a)

		<ul style="list-style-type: none"> ▪ Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples (HWB0-47b) ▪ Demonstrates modesty and privacy through, for example, closing toilet doors (HWB 0-48a) ▪ Manages personal space with respect towards self and others (HWB 0-48a) ▪ Demonstrates an understanding of the concept, 'my body belongs to me' (HWB 0-48a, 49a) ▪ Recognises and communicates uncomfortable feelings in relation to a person or situation using, for example, the 3-step model: say no, go away, talk to someone you trust (HWB 0-48a, 49a) ▪ Identifies people who can help, for example, teachers, family members (HWB 0-45a) ▪ Gives examples of where living things come from, for example, plants from seeds, fish from eggs (HWB 0-50a)
Primary 2	Celebrating Difference Piece (lesson) 6	<p><u>Personal and Social Education</u></p> <ul style="list-style-type: none"> ▪ Recognises that everyone is unique and identifies similarities and differences. (HWB 1-47a) <p><u>Physical Education</u> (Personal Qualities)</p> <ul style="list-style-type: none"> ▪ Recognises a variety of emotions and is developing the ability to manage them appropriately.(HWB -23a) ▪ Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions. (HWB 1-24a) ▪ Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures.(HWB 1-24a)
	Dreams and Goals Piece (lesson) 5	<p><u>Personal and Social Education</u></p> <ul style="list-style-type: none"> ▪ Talks about own strengths, interests and skills and links these to career ambitions. (HWB 1-20a) ▪ Sets learning goals and works towards achieving them.(HWB 1-20a) ▪ Recognises that everyone is unique and identifies similarities and differences. (HWB 1-47a) <p><u>Physical Education</u> (Cognitive Skills and Personal Qualities)</p> <ul style="list-style-type: none"> ▪ Focuses attention in more demanding situations, for example, working with a partner or in a small group.(HWB 1-21a, 22a, 23a, 24a) ▪ Makes decisions when presented with two or three different options and can explain why. (HWB 1-21a, 22a, 23a,24a) ▪ Demonstrates adaptability when finding different solutions to solve problems. (HWB 1-21a, 22a,23a,24a) ▪ Shows an enthusiasm to participate. Enjoys being challenged. (HWB 1-22a,23a,24a) ▪ Recognises and responds to both internal and external motivation to: set targets, achieve personal goals ,improve performance (HWB 1-22a,23a,24a) ▪ Identifies and discusses how to be a good winner and cope appropriately with losing. (HWB 1-22a,23a,24a)

		<ul style="list-style-type: none"> ▪ Demonstrates persistence when facing a challenge and works to achieve a successful outcome. (HWB 1-22a,23a,24a) ▪ Recognises a variety of emotions and is developing the ability to manage them appropriately. (HWB 1-22a,23a,24a). ▪ Demonstrates a continuing readiness to learn and is developing planning and organisational skills. . (HWB 1-22a,23a,24a) ▪ Develops a range of strategies to increase self-control when performing independently and/or with others. (HWB 1-22a,23a,24a) ▪ Adopts a variety of roles that lead to successful outcomes.(HWB 1-22a,23a,24a) ▪ Identifies and discusses the role of leader and the associated responsibilities.(HWB 1-22a,23a,24a) ▪ Engages positively with others to use equipment safely and fairly. (HWB 1-22a,23a,24a) ▪ Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions. (HWB 1-22a,23a,24a) ▪ Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures. (HWB 1-22a,23a,24a)
	Healthy Me Piece (lesson) 6	<p><u>Personal and Social Education</u></p> <ul style="list-style-type: none"> ▪ Explains that food is the fuel that gives the body energy (HWB 1-27a,28a) ▪ Identifies what is needed for growth and development of animals, plants and humans.(HWB 1-50a) <p><u>Food and Health</u></p> <ul style="list-style-type: none"> • Prepares, tastes and tries an increasing range of familiar and unfamiliar foods.(HWB 1-29a) • Explains likes and dislikes in relation to food.(HWB 1-29a) • Chooses appropriate foods to prepare for a given situation.(HWB 1-29a) • Describes appropriate table manners within different social situations.(HWB 1-29a) • Recognises and names the main food groups, for example, The Eatwell Guide.(HWB 1-30a, 30b) • Sorts a selection of foods into the food groups.(HWB 1-30a,30b) • Chooses foods from different food groups to create a balanced meal.(HWB 1-30a,30b) • Assists in preparing healthy dishes for a variety of occasions, for example, an intergenerational visit.(HWB 1-30a,30b) • Identifies at least one reason as to why it is important to drink enough water.(HWB 1-30a,30b) • Explains the importance of daily hygiene routines, for example, hand washing, teeth brushing and body cleanliness. (HWB 1-33a) • Works safely and hygienically before, during and after preparing foods, for example, adhering to appropriate allergy advice, getting ready to cook, storing ingredients appropriately, washing and drying equipment and surfaces. (HWB 1-33a) • Identifies where different types of food are stored.(HWB 1-33a)

		<ul style="list-style-type: none"> • Handles equipment safely, for example, when using hot or sharp kitchen tools.(HWB 1-33a) • Demonstrates a range of practical skills when preparing foods, for example, washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold). (TCH 1-04a) • Within a food / textile context: • Investigates a simple problem / challenge. (TCH 1-04c,4d) • Explores and identifies a range of ideas to solve the problem / challenge. (TCH 1-04c,4d) • Selects and uses resources to reach the solution / solve the problem. (TCH 1-04c,4d) • Assesses solution against given criteria. (TCH 1-04c,4d)
	Relationships Piece (lesson) 3	<u>Personal and Social Education</u> <ul style="list-style-type: none"> ▪ Recognises that everyone is unique and identifies similarities and differences. (HWB 1-47a) <u>Physical Education (Personal Qualities)</u> <ul style="list-style-type: none"> ▪ Recognises a variety of emotions and is developing the ability to manage them appropriately. (HWB 1-22a,23a,24a). ▪ Identifies and discusses how to be a good winner and cope appropriately with losing. (HWB 1-22a,23a,24a) ▪ Demonstrates persistence when facing a challenge and works to achieve a successful outcome. (HWB 1-22a,23a,24a) ▪ Develops a range of strategies to increase self-control when performing independently and/or with others. (HWB 1-22a,23a,24a) ▪ Adopts a variety of roles that lead to successful outcomes.(HWB 1-22a,23a,24a) ▪ Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions. (HWB 1-22a,23a,24a)
	Changing Me Piece (lesson) 4	<u>Personal and Social Education</u> <ul style="list-style-type: none"> ▪ Recognises that everyone is unique and identifies similarities and differences. (HWB 1-47a 47b) ▪ Explains that development and growth of each individual is different.(HWB 1-47a, 47b) ▪ Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina.(HWB 1-47a, 47b) ▪ Explains about own and others' needs for privacy.(HWB 1-48a, 49a) ▪ Expresses feelings through appropriate closeness to others. (HWB 1-48a,49a) ▪ Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust. (HWB 1-48a,49a) ▪ Identifies who to talk to if worried or concerned. (HWB 1-48a,49a)
Primary 3	Celebrating Difference Piece (lesson) 6	<u>Physical Education (Personal Qualities)</u> <ul style="list-style-type: none"> ▪ Recognises a variety of emotions and is developing the ability to manage them appropriately. (HWB 1-22a,23a,24a). ▪ Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures. (HWB 1-22a,23a,24a)

	Dreams and Goals Piece (lesson) 6	<p><u>Personal and Social Education</u></p> <ul style="list-style-type: none"> • Talks about own strengths, interests and skills and links these to career ambitions. (HWB 1-20a) • Sets learning goals and works towards achieving them. (HWB 1-20a) <p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> • Shows an enthusiasm to participate. (HWB 1-22a,23a,24a) • Enjoys being challenged. (HWB 1-22a,23a,24a) • Discusses learning and identifies strengths and next steps. (HWB 1-22a,23a,24a) • Responds and contributes to self and peer assessment with respect(HWB 1-22a,23a,24a) • Celebrates, values and uses achievements as part of improving performance(HWB 1-22a,23a,24a) • Identifies and discusses how to be a good winner and cope appropriately with losing. (HWB 1-22a,23a,24a) • Demonstrates persistence when facing a challenge and works to achieve a successful outcome. (HWB 1-22a,23a,24a) • Recognises a variety of emotions and is developing the ability to manage them appropriately(HWB 1-22a,23a,24a) • Demonstrates a continuing readiness to learn and is developing planning and organisational skills(HWB 1-22a,23a,24a) • Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions. (HWB 1-22a,23a,24a) • Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures. (HWB 1-22a,23a,24a) • Recognises and responds to both internal and external motivation to: <ul style="list-style-type: none"> ○ set targets ○ achieve personal goals ○ improve performance. . (HWB 1-22a,23a,24a)
	Healthy Me Piece (lesson) 4	<p><u>Physical Education (Cognitive Skills)</u></p> <ul style="list-style-type: none"> • Demonstrates adaptability when finding different solutions to solve problems (HWB 1-21a, 22a, 23a, 24a) • Makes decisions when presented with two or three different options and can explain why. (HWB 1-21a, 22a, 23a,24a) <p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> • Describes when and how to contact emergency services. (HWB 1-42a) • Shares key information about an emergency situation.(HWB 1-42a) • Identifies who to talk to if worried or concerned.(HWB 1-48a,49a)

	Relationships Piece (lesson) 4	<u>Personal Social Education</u> <ul style="list-style-type: none"> Talks about the world of work, for example, from visits, visitors and interdisciplinary learning.(HWB 1-20a) Describes skills needed for different jobs in the community (HWB 1-20a)
	Changing Me Piece (lesson) 4	<u>Personal Social Education</u> <ul style="list-style-type: none"> Explains changes to the body at different stages of life.(HWB 1-45a) Explains that development and growth of each individual is different (HWB 1-47a,47b) Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina.(HWB 1-47b) <u>Physical Education (Personal Qualities)</u> <ul style="list-style-type: none"> Recognises a variety of emotions and is developing the ability to manage them appropriately. (HWB 1-22a, 23a, 24a)
Primary 4	Celebrating Difference Piece (lesson) 6	<u>Physical Education (Personal Qualities)</u> <ul style="list-style-type: none"> Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions. (HWB 1-22a, 23a,24a) Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures. (HWB 1-22a, 23a,24a)
	Dreams and Goals Piece (lesson) 4	<u>Personal Social Education</u> <ul style="list-style-type: none"> Talks about own strengths, interests and skills and links these to career ambitions. (HWB 1-20a) Sets learning goals and works towards achieving them. (HWB 1-20a) <u>Physical Education (Personal Qualities)</u> <ul style="list-style-type: none"> Shows an enthusiasm to participate. Enjoys being challenged. (HWB 1-22a,23a,24a) Discusses learning and identifies strengths and next steps. (HWB 1-22a,23a,24a) Responds and contributes to self and peer assessment with respect. (HWB 1-22a,23a,24a) Celebrates, values and uses achievements as part of improving performance. (HWB 1-22a,23a,24a) Identifies and discusses how to be a good winner and cope appropriately with losing. (HWB 1-22a,23a,24a) Demonstrates persistence when facing a challenge and works to achieve a successful outcome. (HWB 1-22a,23a,24a) Recognises a variety of emotions and is developing the ability to manage them appropriately. (HWB 1-22a,23a,24a) Demonstrates a continuing readiness to learn and is developing planning and organisational skills. (HWB 1-22a,23a,24a)

		<ul style="list-style-type: none"> • Develops a range of strategies to increase self-control when performing independently and/or with others. (HWB 1-22a,23a,24a) • Adopts a variety of roles that lead to successful outcomes. (HWB 1-22a,23a,24a) • Identifies and discusses the role of leader and the associated responsibilities. (HWB 1-22a,23a,24a) • Recognises and responds to both internal and external motivation to: <ul style="list-style-type: none"> • set targets • achieve personal goals • improve performance. (HWB 1-22a,23a,24a)
	Healthy Me Piece (lesson) 5	<p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> • Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust. (HWB 1-49a) • Identifies who to talk to if worried or concerned.(HWB 1-49a) <p><u>Physical Education (Cognitive Skills)</u></p> <ul style="list-style-type: none"> • Draws on some prior knowledge to work out the order for dealing quickly with information (or tasks). Repeats tasks in the correct sequence with more precision. (HWB 1-21a,22a,23a,24a) • Makes decisions when presented with two or three different options and can explain why. (HWB 1-21a,22a,23a,24a) • Takes in and makes sense of two or three pieces of information at the same time from external and/or internal sources, for example, 'Simon Says'. (HWB 1-21a,22a,23a,24a) • Demonstrates adaptability when finding different solutions to solve problems. (HWB 1-21a,22a,23a,24a) <p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> • Demonstrates persistence when facing a challenge and works to achieve a successful outcome. (HWB 1-22a,23a,24a) • Recognises a variety of emotions and is developing the ability to manage them appropriately (HWB 1-22a,23a,24a) • Adopts a variety of roles that lead to successful outcomes. (HWB 1-22a,23a,24a) • Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions. (HWB 1-22a,23a,24a) • Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures. (HWB 1-22a,23a,24a)
	Relationships Piece (lesson) 4	<u>Physical Education (Cognitive Skills)</u>

		<ul style="list-style-type: none"> • Draws on some prior knowledge to work out the order for dealing quickly with information (or tasks). Repeats tasks in the correct sequence with more precision. (HWB 1-21a,22a,23a,24a) • Makes decisions when presented with two or three different options and can explain why. (HWB 1-21a,22a,23a,24a) • Takes in and makes sense of two or three pieces of information at the same time from external and/or internal sources, for example, 'Simon Says'. (HWB 1-21a,22a,23a,24a) • Demonstrates adaptability when finding different solutions to solve problems. (HWB 1-21a,22a,23a,24a) <p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> • Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions. (HWB 1-22a,23a,24a) • Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures. (HWB 1-22a,23a,24a)
	Changing Me Piece (lesson) 6	<p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> • Talks about own strengths, interests and skills and links these to career ambitions. (HWB 1-20a) • Sets learning goals and works towards achieving them. (HWB 1-20a) <p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> • Shows an enthusiasm to participate. Enjoys being challenged. (HWB 1-22a,23a,24a) • Discusses learning and identifies strengths and next steps. (HWB 1-22a,23a,24a) • Celebrates, values and uses achievements as part of improving performance. (HWB 1-22a,23a,24a) • Demonstrates persistence when facing a challenge and works to achieve a successful outcome. (HWB 1-22a,23a,24a) • Demonstrates a continuing readiness to learn and is developing planning and organisational skills. (HWB 1-22a,23a,24a) • Recognises and responds to both internal and external motivation to: <ul style="list-style-type: none"> • set targets • achieve personal goals • improve performance. (HWB 1-22a,23a,24a)
Primary 5	Celebrating Difference Piece (lesson) 4	<p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> • Identifies different kinds of friendships and relationships. (HWB 2-44a)

		<ul style="list-style-type: none"> Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.(HWB 2-45a) Explains the impact of positive relationships on emotional wellbeing.(HWB 2-45a) Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. (HWB 2-49a) Explains own rights and responsibilities in relation to abuse.(HWB 2-49a) <p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> Contributes to an inclusive ethos, showing mutual respect in practice and performance environments.(HWB 2-22a, 23a, 24a) Listens to and responds to the ideas, thoughts and feelings of others, and is developing negotiation skills when dealing with movement challenges. .(HWB 2-22a, 23a, 24a) Enhances individual and group enjoyment of physical activity through fair play. .(HWB 2-22a, 23a, 24a) Takes account of the views of others. Responds appropriately, for example, by asking and answering questions, clarifying points and building on ideas. .(HWB 2-22a, 23a, 24a) Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball. .(HWB 2-22a, 23a, 24a)
	Dreams and Goals Piece (lesson) 4	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country. (SOC 2-19a) Describes the basic needs of human beings. (SOC 2-19a) Draws valid conclusions as to why some countries can meet these needs better than others.(SOC 2-20a)
	Healthy Me Piece (lesson) 5	<p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> Explains the interrelationship of daily physical activity, diet, rest and sleep on health and wellbeing. (HWB 2-27a,28a) Identifies positive things about own body image and appearance (HWB 2-47a) <p><u>Food and Health</u></p> <ul style="list-style-type: none"> Explains the proportions each food group should contribute to a healthy eating plan. (HWB2-30a) Identifies and classifies composite dishes according to the food groups, for example, lasagne, chicken stir fry. (HWB2-30a) Outlines at least three current healthy eating messages, for example, lowering salt and sugar intake. (HWB2-30a) Creates a healthy eating plan which reflects current dietary advice, prepares food which contributes to it and compares plan to own diet. (HWB 2-30a) Identifies simple changes or improvements to own diet. (HWB 2-30a)

		<ul style="list-style-type: none"> • Explains the importance of keeping hydrated. (HWB 2-30a) • Recognises that all food and drink provides different levels of nutrients. Lists the five nutrient groups. (HWB 2-32a) • Recognises that energy is provided by carbohydrates, fats and proteins and that vitamins and minerals are required to keep the body healthy. (HWB 2-32a) • Explains at least three nutritional requirements at different stages of life, for example energy, protein, calcium. (HWB 2-32a) • Suggests why people might avoid certain foods, for example, religion, culture, allergies, medical reasons. (HWB 2-32a)
	Relationships Piece (lesson 6)	<p><u>Technologies</u></p> <ul style="list-style-type: none"> • Demonstrates an understanding of the content they should include in an online profile. (TCH 2-03a) • Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions. (TCH 2-03a) • Identifies appropriate ways to report concerns. (TCH 2-03a) • Uses strong passwords. (TCH 2-03a) • Has an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images (TCH 2-03a) <p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> • Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. (HWB 2-49a) • Explains own rights and responsibilities in relation to abuse. (HWB 2-49a) • Describes the concept of consent. (HWB 2-49a)
	Changing Me Piece (lesson 3)	<p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> • Identifies positive things about own body image and appearance. (HWB 2-47a) • Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out. (HWB 2-47a) • Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris. (HWB 2-48a) • Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. (HWB 2-48a) • Demonstrates an understanding of diversity in sexuality and gender identity. (HWB 2-48a) • Describes ways of keeping hygienic during puberty. (HWB 2-48a)

Primary 6	Celebrating Difference Piece (lesson) 6	<p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> Identifies different kinds of friendships and relationships.(HWB 2-44a) Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.(HWB 2-45a) Explains the impact of positive relationships on emotional wellbeing.(HWB 2-45a) Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. (HWB 2-49a) Explains own rights and responsibilities in relation to abuse.(HWB 2-49a) <p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> Contributes to an inclusive ethos, showing mutual respect in practice and performance environments.(HWB 2-22a, 23a, 24a) Listens to and responds to the ideas, thoughts and feelings of others, and is developing negotiation skills when dealing with movement challenges. .(HWB 2-22a, 23a, 24a) Enhances individual and group enjoyment of physical activity through fair play. .(HWB 2-22a, 23a, 24a) Takes account of the views of others. Responds appropriately, for example, by asking and answering questions, clarifying points and building on ideas. .(HWB 2-22a, 23a, 24a) Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball. .(HWB 2-22a, 23a, 24a)
	Dreams and Goals Piece (lesson) 5	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country. (SOC 2-19a) Describes the basic needs of human beings. (SOC 2-19a) Draws valid conclusions as to why some countries can meet these needs better than others.(SOC 2-20a) <p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> Listens to and responds to the ideas, thoughts and feelings of others, and is developing negotiation skills when dealing with movement challenges. .(HWB 2-22a, 23a, 24a) Takes account of the views of others. Responds appropriately, for example, by asking and answering questions, clarifying points and building on ideas. .(HWB 2-22a, 23a, 24a) Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball. .(HWB 2-22a, 23a, 24a)
	Healthy Me Piece (lesson) 3	<p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> Gives examples of what can happen to the body as a result of smoking tobacco or drinking alcohol. (HWB 2-38a,39a,40a,41a) Knows the recommended alcohol intake advice. Gives examples of how peer, media and other pressures can influence decision making. (HWB 2-38a,39a,40a,41a)

		<ul style="list-style-type: none"> Identifies risks associated with the use of substances, for example, overdose, impaired judgement / vision. (HWB 2-38a,39a,40a,41a) Identifies the impact of risk taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving licence, family. (HWB 2-38a,39a,40a,41a)
	Relationships Piece (lesson) 4	<u>Personal Social Education</u> <ul style="list-style-type: none"> Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. (HWB 2-49a) Explains own rights and responsibilities in relation to abuse. (HWB 2-49a) Describes the concept of consent. (HWB 2-49a)
	Changing Me Piece (lesson) 4	<u>Personal Social Education</u> <ul style="list-style-type: none"> Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris. (HWB 2-48a) Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. (HWB 2-48a) Demonstrates an understanding of diversity in sexuality and gender identity. (HWB 2-48a) Describes ways of keeping hygienic during puberty. (HWB 2-48a) Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth. (HWB 2-50a) Gives reasons why contraception may be used, for example, to prevent pregnancy and infection. (HWB 2-50a) Describes some symptoms of pregnancy.(HWB 2-50a) Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour. (HWB 2-51a)
Primary 7 (Note Primary 7 materials contain an additional assessment opportunity in Being Me in My World. Other year groups do not have an assessment in this Puzzle (unit of work))	Being Me In My World Piece (lesson) 6	<u>Personal Social Education</u> <ul style="list-style-type: none"> Manages personal profile and uses it to discuss interests, strengths and skills (HWB 2-20a) Identifies different kinds of friendships and relationships. (HWB 2-44a, 45a, 47a) Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. (HWB 2-44a, 45a, 47a) Explains the impact of positive relationships on emotional wellbeing. (HWB 2-44a, 45a, 47a) Identifies positive things about own body image and appearance.(HWB 2-44a, 45a, 47a) <u>Physical Education (Personal Qualities)</u> <ul style="list-style-type: none"> Self-assesses and acts as a peer assessor to provide constructive feedback to improve performance (HWB 2-22a, 23a,24a) Celebrates, values and uses achievements as part of development and progress (HWB 2-22a, 23a,24a)
	Celebrating Difference Piece (lesson) 6	<u>Personal Social Education</u> <ul style="list-style-type: none"> Identifies different kinds of friendships and relationships.(HWB 2-44a)

		<ul style="list-style-type: none"> Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. (HWB 2-45a) Explains the impact of positive relationships on emotional wellbeing. (HWB 2-45a) Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. (HWB 2-49a) Explains own rights and responsibilities in relation to abuse. (HWB 2-49a) <p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. (HWB 2-22a, 23a, 24a) Listens to and responds to the ideas, thoughts and feelings of others, and is developing negotiation skills when dealing with movement challenges. . (HWB 2-22a, 23a, 24a) Enhances individual and group enjoyment of physical activity through fair play. . (HWB 2-22a, 23a, 24a) Takes account of the views of others. Responds appropriately, for example, by asking and answering questions, clarifying points and building on ideas. . (HWB 2-22a, 23a, 24a) Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball. . (HWB 2-22a, 23a, 24a)
	Dreams and Goals Piece (lesson) 5	<p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> Sets and acts upon personal goals based on knowledge and understanding of what it means to perform well. (HWB 2-22a,23a,24a) Identifies and discusses strategies around competition to cope appropriately with the outcomes. (HWB 2-22a,23a,24a) Demonstrates understanding of the positive link between effort, perseverance, and personal achievement. (HWB 2-22a,23a,24a) Recognises the variety of emotions that are associated with performing and the impact they have on behaviour and performance. (HWB 2-22a,23a,24a) Develops the ability to manage emotions to enhance performance. (HWB 2-22a,23a,24a) Demonstrates planning and organisational skills which are conducive to learning. . (HWB 2-22a,23a,24a) Identifies and adopts strategies to increase self-control for enjoyable individual performance and/or with others. (HWB 2-22a,23a,24a) Adopts a variety of roles that lead to successful outcomes. (HWB 2-22a,23a,24a) Demonstrates understanding of the leadership role. (HWB 2-22a,23a,24a) <p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> Explains own ambitions and identifies ways to achieve them. (HWB 2-20a) Manages personal profile and uses it to discuss interests, strengths and skills. (HWB 2-20a) Identifies connections between skills and the world of work. (HWB 2-20a) Uses investigative skills to gain more information about jobs / careers. (HWB 2-20a)

	Healthy Me Piece (lesson) 4	<p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> • Explains the interrelationship of daily physical activity, diet, rest and sleep on health and wellbeing. (HWB 2-27a,28a) • Identifies positive things about own body image and appearance (HWB 2-47a) <p><u>Food and Health</u></p> <ul style="list-style-type: none"> • Explains the proportions each food group should contribute to a healthy eating plan. (HWB2-30a) • Identifies and classifies composite dishes according to the food groups, for example, lasagne, chicken stir fry. (HWB2-30a) • Outlines at least three current healthy eating messages, for example, lowering salt and sugar intake. (HWB2-30a) • Creates a healthy eating plan which reflects current dietary advice, prepares food which contributes to it and compares plan to own diet. (HWB 2-30a) • Identifies simple changes or improvements to own diet. (HWB 2-30a) • Explains the importance of keeping hydrated. (HWB 2-30a) • Recognises that all food and drink provides different levels of nutrients. Lists the five nutrient groups. (HWB 2-32a) • Recognises that energy is provided by carbohydrates, fats and proteins and that vitamins and minerals are required to keep the body healthy. (HWB 2-32a) • Explains at least three nutritional requirements at different stages of life, for example energy, protein, calcium. (HWB 2-32a) • Suggests why people might avoid certain foods, for example, religion, culture, allergies, medical reasons. (HWB 2-32a)
	Relationships Piece (lesson) 5	<p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> • Identifies different kinds of friendships and relationships. (HWB 2-44a, 45a) • Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. (HWB 2-44a, 45a) • Explains the impact of positive relationships on emotional wellbeing. (HWB 2-44a, 45a) • Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out. (HWB 2-47a) • Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. (HWB 2-49a) • Explains own rights and responsibilities in relation to abuse. (HWB 2-49a) • Describes the concept of consent. (HWB 2-49a)

	Changing Me Piece (lesson) 6	<u>Personal Social Education</u> <ul style="list-style-type: none"> • Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out. (HWB 2-45a) • Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. (HWB 2-44, 45a)

Table 3 : Jigsaw Scotland's Cross-curricular links to Curriculum for Excellence

Science As indicated by the Jigsaw lessons below, Jigsaw PSHE supports the children's understanding of the human body and how to keep it healthy.									
	Early Level			First Level			Second Level		
	3-4yrs	4-5yrs	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
SCN 0-12a I can identify my senses and use them to explore the world around me. SCN 1-12a By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy. SCN 2-12a By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.	CM 1 In addition, there are opportunities for teachers to include senses within Pieces 1 and 2 of Healthy Me.	CM 1 In addition, there are opportunities for teachers to include senses within Pieces 1 and 2 of Healthy Me.	CM 4	HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 CM 4	HM 1 HM 2 HM 6	Teachers could use Healthy Me/ Changing Me units to assess this benchmark	HM 1 HM 2 CM 2 CM 3 CM 4	HM 1 HM 2 HM 3 HM 5 HM 6 CM 2 CM 3 CM 4	CM 1
	<u>SCN 0-12a benchmarks</u> Identifies specific parts of the body related to each of the senses. Uses their senses to describe the world around them, giving examples of things they see, hear, smell, taste and feel.			<u>SCN 1-12a benchmarks</u> Structures a presentation or report, with support, on how to have a healthy lifestyle, for example, through a balanced diet, regular exercise, sufficient sleep and by avoiding substance misuse.			<u>SCN 2-12a benchmarks</u> <i>The expectation is that at least two of the following body systems will be studied at Second Level.</i> Discusses the main preventable causes of bronchitis, lung cancer and asthma, for example, smoking. Discusses the main preventable causes of heart disease or stroke, for example, obesity, lack of exercise, smoking and high (saturated) fat diet. Describes the function of the reproductive system (penis, testes, sperm tube/duct, ovaries,		

			<p>egg tube/duct, uterus and vagina), for example, to make a baby.</p> <p>Discusses some preventable causes of fertility problems, for example, alcohol misuse, anorexia and obesity.</p>
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Technologies

In addition to links with food technology, shown below, Jigsaw PSHE also includes some lessons on social aspects of technology such as safe and responsible use of the internet. Topics such as online safety and bullying via social media are included. There are also additional lessons which explore further aspects of e-safety available on the Jigsaw community website.

	Early Level			First Level			Second Level		
	3-4yrs	4-5yrs	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
TCH 0-03a I can explore, play and communicate using digital technologies safely and securely. TCH 1-03a I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure. TCH 2-03a I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.	Opportunities for teacher to include technological items in role -play activities and imaginative play areas for the children to explore and discuss.	CD 4 (Opportunities for teacher to include e-safety in the class discussion)	CD 3 CD 4	CD 3 CD 4 CD5	CD 3 CD 4	CD 3 R 5 R 6	CD 4	BMIMW 4 CD 4 CD 5 CD 6 R 4	
			(Opportunities for the teacher to include e-safety within class discussions)	(Opportunities for the teacher to include e-safety within class discussions)	(Opportunities for the teacher to include further e-safety within class discussions)				
	<u>TCH 0-03a benchmarks</u> Demonstrates an understanding of appropriate behaviour and language in the digital environment. Demonstrates an understanding of the importance of passwords and passcodes for example access to school building			<u>TCH 1-03a benchmarks</u> Demonstrates understanding of my rights and responsibilities as a digital citizen. Demonstrates understanding of the potential dangers online and who to go to for advice and who to report a concern to. Demonstrates an understanding for the need for strong passwords. Explains the need to get a person's permission before taking a picture or video of them.			<u>TCH 2-03a benchmarks</u> Demonstrates an understanding of the content they should include in an online profile. Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions. Identifies appropriate ways to report concerns. Uses strong passwords. Has an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images		
TCH 0-04a I enjoy exploring and working with foods in different contexts. TCH 0-04c I can share my thoughts with others to help develop ideas and solve problems.	HM 3 Teachers can also provide additional enrichment activities during Healthy Me sessions to	HM 3 Teachers can also provide additional enrichment activities during Healthy Me sessions to	Opportunities for teachers to link food preparation and tasting activities to	HM 1 HM 4 HM 5 HM 6 Teachers could also use their own enrichment	Teachers could use their own enrichment activities within Healthy Me Lessons and the End of Puzzle	Teachers could use their own enrichment activities within the Healthy Me Lessons and the End of	Teachers could use their own enrichment activities within the Healthy Me Lessons and the End of	HM 1 R 5 R 6 Teachers could also use their own enrichment activities	Teachers could use also use their own enrichment activities within the Healthy Me Lessons

<p>TCH 1-04a I can use a range of simple food preparation techniques when working with food.</p> <p>TCH 1-04c I am developing and using problem-solving strategies to meet design challenges with a food or textile focus.</p> <p>TCH 1-04d I can adapt and improve my ideas and can express my thinking in different ways.</p> <p>TCH 2-04a I am developing dexterity, creativity and confidence when preparing and cooking food.</p> <p>TCH 2-04c I can extend and explore problem-solving strategies to meet increasingly difficult design challenges with a food or textile focus.</p> <p>TCH 2-04d I can discuss, debate and improve my ideas with increasing confidence and clear explanations.</p>	include food tasting and cooking opportunities.	include food tasting and cooking opportunities.	Healthy Me lessons and End of puzzle outcome for Healthy Me).	activities within the Healthy Me Lessons and the End of Puzzle Outcome to assess these benchmarks	Outcome to assess these benchmarks	Puzzle Outcome to assess these benchmarks	Puzzle Outcome to assess these benchmarks	within the Healthy Me Lessons and the End of Puzzle Outcome to assess these benchmarks	and the End of Puzzle Outcome to assess these benchmarks
	<p><u>TCH 0-04a and TCH 0-04c benchmarks</u></p> <p>Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading.</p> <p>Within a food/textile context;</p> <ul style="list-style-type: none"> Explores and identifies at least two ideas to solve a problem. Selects an appropriate solution. <p>Uses given resources to solve the problem / reach the solution.</p>			<p><u>TCH 1-04a, TCH 1-04c and TCH 1-04d benchmarks</u></p> <p>Demonstrates a range of practical skills when preparing foods, for example, washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold).</p> <p>Within a food / textile context:</p> <ul style="list-style-type: none"> Investigates a simple problem / challenge. Explores and identifies a range of ideas to solve the problem / challenge. Selects and uses resources to reach the solution / solve the problem. Assesses solution against given criteria. 			<p><u>TCH 2-04a, TCH 2-04c and TCH 2-04d benchmarks</u></p> <p>Demonstrates an increasing range of practical skills and cooking techniques, for example, weighing and measuring, kneading, chopping, baking, grilling.</p> <p>Within a food / textile context;</p> <ul style="list-style-type: none"> Investigates a challenge / problem. Identifies and demonstrates ways to solve the challenge / problem. Plans and reaches the solution. Assesses solution against own criteria. <p>Identifies at least one possible improvement.</p>		
<p>TCH 0-07a I understand how local shops and services use technologies to provide us with what we need and want in our daily lives.</p> <p>TCH 1-07a I understand how technologies help provide for our needs and wants, and how they can affect the environment in which we live.</p>	DAG 5 (within role play activities)	DAG 5 (within role play activities)	HM 4 HM 5 (Opportunity to include within class discussions)	Not specifically addressed in Jigsaw Materials			Not specifically addressed in Jigsaw Materials		
	<p><u>TCH 0-07a benchmarks</u></p> <p>Gives examples of how people (for example police, fire, healthcare) who help us use technologies in their everyday work.</p>			<p><u>TCH 1-07a benchmarks</u></p> <p>Demonstrates an understanding of how technologies, by meeting our needs and wants, affect the environment in which we live.</p>			<p><u>TCH 2-07a benchmarks</u></p> <p>Discusses the advantages and disadvantages of how technologies impact on the environment for example, renewable energy technologies.</p>		

TCH 2-07a

I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment.

Numeracy and Mathematics Jigsaw PSHE contains lessons on financial capability and opportunities which support children’s knowledge of the handling of money and simple budgeting.									
	Early Level			First Level			Second Level		
	3-4yrs	4-5yrs	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
MNU 0-09a I am developing my awareness of how money is used and can recognise and use a range of coins. MNU 1-09a I can use money to pay for items and can work out how much change I should receive. MNU 1-09b I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. MNU 2-09a I can manage money, compare costs from different retailers, and determine what I can afford to buy. MNU 2-09b I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. MNU 2-09c I can use the terms profit and loss in buying and selling activities and can make simple calculations for this.	DAG 5	DAG 5	Opportunities to include within End of Puzzle Outcome for Dreams and Goals	Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	DAG 5 DAG 6 Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome DAG 4 DAG 5	Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome
	MNU 0-09a benchmarks Identifies all coins to £2. Applies addition and subtraction skills and uses 1p, 2p, 5p and 10p coins to pay the exact value for items to 10p.			MNU 1-09a and MNU 1-09b benchmarks Identifies and uses all coins and notes to £20 and explores different ways of making the same total Records amounts accurately in different ways using the correct notation, for example, 149p = £1.49 and 7p = £0.07. Uses a variety of coin and note combinations, to pay for items and give change within £10. Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change. Demonstrates awareness of how goods can be paid for using cards and digital technology.			MNU 2-09a, MNU 2-09b and MNU 2-09c benchmarks Carries out money calculations involving the four operations. Compares costs and determines affordability within a given budget. Demonstrates understanding of the benefits and risks of using bank cards and digital technologies. Calculates profit and loss accurately, for example, when working with a budget for an enterprise activity.		

Social Studies									
	Early Level			First Level			Second Level		
	3-4yrs	4-5yrs	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
SOC 0-02a I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life.	Not specifically addressed in Early Years materials		CM 3	Note: SOC Experience and Outcome 1-02a is specific to historical enquiry and is therefore not applicable in this context			Note: SOC Experience and Outcome 2-02a is specific to historical enquiry and is therefore not applicable in this context		
	<u>SOC 0-02a benchmarks</u> Recalls past events from their own life or that of their family, for example learning to ride a bike, a special party								
SOC 0-08a I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment SOC 1-08a I can consider ways of looking after my school or community and can encourage others to care for their environment. SOC 2-08a I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.	Not specifically addressed in Jigsaw materials			SOC 1-08a not covered in Primary 2 materials	R 4 R 5	R 4		DAG 3 DAG 4 DAG 5	
	<u>Relevant SOC 0-08a benchmarks</u> Talks about something they have done to care for the environment.			<u>Relevant SOC 1-08a benchmarks</u> Identifies a way in which the school looks after its environment.			<u>Relevant SOC 2-08a benchmarks</u> Identifies at least three impacts of human activity on the environment. Suggests at least three ways in which people can live in a more environmentally responsible way.		
SOC 0-16a By exploring my local community, I have discovered the different roles people play and how they can help.	In all Jigsaw sessions	In all Jigsaw sessions	BMIMW 1 CD 4 CD 5 HM 4 HM 5 R 1	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 2	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6	BMIMW 2 BMIMW 3 CD 1 (16b, 16c)	BMIMW 3 BMIMW 6 (16a) CD 1 CD 2	BMIMW 3 CD 1 CD 2 CD 3 (16b) CD 4 CD 5

<p>SOC 1-16a I can contribute to a discussion of the difference between my needs and wants and those of others around me.</p> <p>SOC 2-16a I can explain how the needs of a group in my local community are supported.</p> <p>SOC 2-16b I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.</p> <p>SOC 2-16c I can discuss issues of the diversity of cultures, values and customs in our society.</p>			<p>R 2 R 3 R 4 R 5 R 6</p>	<p>CD-3 CD 4 DAG 3 R 1 R 2 R 3 CM 5</p>	<p>CD 3 CD 4 CD 5 CD 6 DAG 2 R 1 R 2 R 4 R 5 R 6 CM 1 CM 2 CM 3 CM 4 CM 5 CM 6</p>	<p>CD 1 CD 2 CD 3 CD 4 CD 5 DAG 3 HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 R 1 R 2 R 3 R 4 R 5 R 6 CM 4 CM 6</p>	<p>CD 2 (16b, 16c) CD 3 (16b, 16c) CD 4 (16b, 16c) CD 6 (16c) DAG 2 (16a) DAG 3 (16a)</p>	<p>CD 4 CD 5 DAG 3 DAG 4 DAG 5 HM 5 R 5 R 6</p>	<p>CD 6</p>
	<p><u>Relevant SOC 0-16a benchmarks</u> Identifies at least two people who provide help in the community. Talks about ways that each of those people help.</p>			<p><u>Relevant SOC 1-16a benchmarks</u> Identifies needs and wants using examples from their own experience. Presents an informed opinion on rights and responsibilities using their own experience. Makes informed decisions on an issue having listened to others. Names two local organisations who provide for needs in the local community and describe what they do.</p>			<p><u>Relevant SOC 2-16a, 2-16b and 2-16 c benchmarks</u> Provides a basic explanation as to how the needs of a particular group within the local community can be supported, using relevant examples. Uses evidence to form a valid opinion of the impact of discrimination or prejudice on people's lives, for example, racism or the effect of immigration. Discusses in any form at least three issues related to cultures, values and customs in our society, for example, the role of family, traditions and gender stereotyping. Describes the main features of a democracy.</p>		

							Identifies links between rights and responsibilities.		
							Presents information (in any preferred form) about the features of local, national or European elections and discusses the work of the appropriate representative.		
							Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country.		
							Describes the basic needs of human beings.		
							Draws valid conclusions as to why some countries can meet these needs better than others.		
<p>SOC 0-17a I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.</p> <p>SOC 1-17a By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.</p> <p>SOC 2-17a I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.</p>	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw sessions	<p>BMIMW 2</p> <p>BMIMW 3</p> <p>BMIMW 4</p> <p>BMIMW 5</p> <p>BMIMW 6</p> <p>CD 1</p> <p>CD 2</p> <p>CD 3</p> <p>CD 4</p> <p>CD 5</p> <p>DAG 4</p> <p>DAG 5</p> <p>DAG 6</p>	<p>BMIMW 2</p> <p>BMIMW 3</p> <p>BMIMW 6</p> <p>CD 1</p> <p>CD 2</p> <p>CD 3</p> <p>CD 4</p> <p>CD 5</p> <p>DAG 3</p> <p>DAG 4</p> <p>DAG 5</p> <p>R 4</p> <p>R 5</p> <p>R 6</p>	<p>BMIMW 3</p> <p>CD 1</p> <p>CD 2</p> <p>CD 3</p> <p>CD 4</p> <p>CD 5</p> <p>CD 6</p> <p>R 5</p>
	Relevant SOC 0-17a benchmarks Takes on appropriate roles during imaginative play.			Relevant SOC 1-17a benchmarks Presents an informed opinion on rights and responsibilities using their own experience.			Relevant SOC 2-17a benchmarks Provides a basic explanation as to how the needs of a particular group within the local community can be supported, using relevant examples.		

							Uses evidence to form a valid opinion of the impact of discrimination or prejudice on people's lives, for example, racism or the effect of immigration. Discusses in any form at least three issues related to cultures, values and customs in our society, for example, the role of family, traditions and gender stereotyping. Describes the main features of a democracy. Identifies links between rights and responsibilities. Presents information (in any preferred form) about the features of local, national or European elections and discusses the work of the appropriate representative. Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country. Describes the basic needs of human beings. Draws valid conclusions as to why some countries can meet these needs better than others.		
SOC 0-18a Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. SOC 1-18a I have participated in decision making and have considered the different options available in order to make decisions.	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw sessions	In all Jigsaw sessions	BMIMW 2 (19a) BMIMW 3 (19a) BMIMW 6 (18a) CD 1 (19a)	BMIMW 2 (19a) BMIMW 3 (19a) BMIMW 6 (18a) DAG 3 (19a) DAG 4 (19a)	

<p>SOC 2-18a I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works.</p> <p>SOC 2-19a By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.</p>							<p>CD 2 (19a)</p> <p>CD 5 (19a)</p> <p>CD 6 (19a)</p> <p>DAG 4 (19a)</p> <p>DAG 5 (19a)</p> <p>DAG 6 (19a)</p>	DAG 5 (19a)	
	<p><u>Relevant SOC 0-18a benchmarks</u> Takes on appropriate roles during imaginative play.</p> <p>Note that SOC19a is only applicable at Second Level</p>			<p><u>Relevant SOC 1-18a benchmarks</u> Identifies a reliable and an unreliable source of evidence.</p> <p>Identifies needs and wants using examples from their own experience. Presents an informed opinion on rights and responsibilities using their own experience.</p> <p>Makes informed decisions on an issue having listened to others.</p> <p>Note that SOC19a is only applicable at Second Level</p>			<p><u>Relevant SOC 2-18a and SOC 2-19a benchmarks</u> Describes the main features of a democracy.</p> <p>Identifies links between rights and responsibilities.</p> <p>Presents information (in any preferred form) about the features of local, national or European elections and discusses the work of the appropriate representative.</p> <p>Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country</p>		
<p>SOC 0-20a In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives.</p> <p>SOC 1-20a I have developed an understanding of the importance of local organisations in providing for the needs of my local community.</p>	DAG 5	DAG 5	HM 4 HM 5	HM 3 R 5	Not specifically taught in Primary 3 materials	BMIMW 5	<p>BMIMW 2</p> <p>BMIMW 3</p> <p>CD 5</p> <p>DAG 4</p> <p>DAG 5</p> <p>DAG 6</p>	<p>BMIMW 2</p> <p>BMIMW 3</p> <p>DAG 4</p> <p>DAG 5</p>	CD 2
	<p><u>Relevant SOC 0-20a benchmarks</u> Identifies at least two different types of shops or services families might use, for example, supermarket or health centre</p>			<p><u>Relevant SOC 1-20a benchmarks</u> Names two local organisations who provide for needs in the local community and describe what they do.</p>			<p><u>Relevant SOC 2-20a benchmarks</u> Describes the main ways of paying for goods and services acknowledging that there may be advantages and disadvantages of each method.</p>		

SOC 2-20a Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.					Describes and pros and cons of using Fairtrade products and community service providers such as credit unions.		
SOC 1-21a I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want. SOC 2-21a I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.	Note: SOC 21a not applicable in Early Level	Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	DAG 5 DAG 6 Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	CD 5 DAG 2 DAG 5 DAG 6 Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	DAG 4 DAG 5 Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome
		<u>Relevant SOC 1-21a benchmarks</u> Demonstrates relevant numeracy skills to do a simple budget.				<u>Relevant SOC 2-21a benchmarks</u> Identifies which goods and services would be essential in society. Describes the main ways of paying for goods and services acknowledging that there may be advantages and disadvantages of each method. Describes and pros and cons of using Fairtrade products and community service providers such as credit unions. Identifies the main business functions such as production, sales, marketing, and administration.	

			Takes a role in setting up or running a small enterprise. Evaluates the success of the enterprise. Identifies profit and non-profitmaking organisations/enterprises including those who services are free at the point of delivery, for example health and education.				
SOC 1-22a I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. SOC 2-22a By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success.	Note: SOC 22a not applicable in Early Level	Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	DAG 5 DAG 6 Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	DAG 5 DAG 6 Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	DAG 4 DAG 5 Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome	Opportunities for children to work with money in an enterprise project in the Dreams and Goals End of Puzzle Outcome
		Relevant SOC 1-22a benchmarks Demonstrates relevant numeracy skills to do a simple budget. Describes at least two different types of jobs and give a reason why each contributes to the success of the business or enterprise.			Relevant SOC 2-22a benchmarks Takes a role in setting up or running a small enterprise. Evaluates the success of the enterprise.		

Literacy and English									
	Early Level			First Level			Second Level		
	3-4yrs	4-5yrs	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
<p>LIT 0-02a / ENG 0-03a As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.</p> <p>LIT 0-09a Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p>LIT 0-10a As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</p> <p>LIT 1-02a When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.</p> <p>LIT 1-09a When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking</p>	<p>All Jigsaw lessons contain discussion, questioning and answering allowing pupils to contribute to the learning focus. Therefore any Jigsaw session could be used to assess children's speaking and listening skills.</p>								
	<p><u>LIT 0-02a/ENG 0-03a benchmarks</u></p> <p>Makes an attempt to take turns when listening and talking in a variety of contexts.</p> <p>Makes an attempt to use appropriate body language when listening to others, for example, eye contact.</p> <p>Listens and responds to others appropriately.</p> <p>Asks questions and responds relevantly to questions from others.</p> <p>Follows and gives simple instructions.</p> <p>Shares ideas with a wider audience, for example, group or class.</p> <p><u>LIT 0-09a/ENG 0-10a benchmarks</u></p> <p>Talks clearly to others in different contexts, sharing feelings, ideas and thoughts.</p> <p>Recounts experiences, stories and events in a logical sequence for different purposes.</p> <p>Communicates and shares stories in different ways, for example, in imaginative play.</p>			<p><u>LIT 1-02a benchmarks</u></p> <p>Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.</p> <p>Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.</p> <p>Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.</p> <p><u>LIT 1-09a and LIT 1-10a benchmarks</u></p> <p>Communicates clearly and audibly.</p> <p>Contributes to group/class discussions, engaging with others for a range of purposes.</p> <p>Selects and shares ideas/information using appropriate vocabulary in a logical order.</p> <p>Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.</p>			<p><u>LIT 2-02a benchmarks</u></p> <p>Contributes a number of relevant ideas, information and opinions when engaging with others.</p> <p>Shows respect for the views of others and offers own viewpoint.</p> <p>Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.</p> <p>Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.</p> <p>Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.</p> <p><u>LIT 2-09a and LIT 2-10a benchmarks</u></p> <p>Communicates clearly, audibly and with expression in different contexts.</p>		

<p>questions or by asking others to say more.</p> <p>LIT 1-10a I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.</p> <p>LIT 2-02a When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</p> <p>LIT 2-09a When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. <p>LIT 2-10a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p>	<p>Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text</p>		<p>Plans and delivers an organised presentation/talk with relevant content and appropriate structure.</p> <p>Uses suitable vocabulary for purpose and audience.</p>
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<p>LIT 0-04a I listen or watch for useful or interesting information and I use this to make choices or learn new things.</p> <p>LIT 0-07a / LIT 0-16a / ENG 0-17a To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</p> <p>LIT 0-09b / LIT 0-31a I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</p>	<p>All the lessons above contain a text or video and could be used to assess children’s comprehension skills.</p>								
	<p>BMIMW 4 BMIMW 6 CD 3 CD 5 DAG 1 DAG-2 HM 6 R 3 R 6 CM 3 CM 4</p>	<p>BMIMW 4 BMIMW 6 CD 3 CD 5 DAG 1 DAG-2 HM 6 R 3 R 6 CM 3 CM 4</p>	<p>BMIMW 1 BMIMW 2 CD 5 DAG 5 HM 4 R 1 R 2 R 3 R 5 CM 1 CM 6</p>	<p>BMIMW 1 CD 1 CD 2 CD 3 CD 5 HM 1 HM 3 HM 5 R 1 R 2 R 4 R 5 CM 1 CM 2 CM 3 CM 5</p>	<p>CD 1 CD 2 CD 3 DAG 1 DAG 2 HM 1 R 4 CM 1 CM 2</p>	<p>CD 3 CD 4 CD 5 CD 6 DAG 1 DAG 4 HM 5 HM 6 R 2 R 3 R 5 CM 4</p>	<p>BMIMW 2 CD 2 CD 5 DAG 1 DAG 3 DAG 4 DAG 5 DAG 6 HM 2 HM 4 R 5 R 6</p>	<p>BMIMW 1 BMIMW 2 BMIMW 3 CD 1 CD 2 CD 4 DAG 1 DAG 4 DAG 5 HM 4 HM 5 HM 6 R 2 R 5</p>	<p>P 7 lessons do not use spoken texts</p>
<p>LIT 1-04a As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.</p> <p>LIT 1-07a I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</p> <p>LIT 2-04a As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</p>	<p><u>LIT 0-04a benchmarks</u></p> <p>Understands and responds to spoken texts.</p> <p>Identifies new or interesting information from spoken texts</p> <p><u>LIT 0-07a,LIT 0-16a and ENG 0-17a benchmarks</u></p> <p>Asks and answers questions about texts to show and support understanding.</p> <p>Makes simple predictions about texts.</p> <p><u>LIT 0-09b,LIT 0-31a benchmarks</u></p> <p>Talks clearly to others in different contexts, sharing feelings, ideas and thoughts.</p>			<p><u>LIT 1-04a benchmarks</u></p> <p>Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.</p> <p><u>LIT 1-07a benchmarks</u></p> <p>Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.</p>			<p><u>LIT 2-04a benchmarks</u></p> <p>Identifies the purpose of spoken texts with suitable explanation.</p> <p>Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.</p> <p><u>LIT 2-07a benchmarks</u></p> <p>Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.</p>		

<p>LIT 2-07a I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.</p>	<p>Recounts experiences, stories and events in a logical sequence for different purposes.</p> <p>Communicates and shares stories in different ways, for example, in imaginative play.</p> <p>Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text</p>		
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Expressive Arts (Drama and Music)									
	Early Level			First Level			Second Level		
	3-4yrs	4-5yrs	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
	Jigsaw PSHE includes drama in some of its sessions, for example role-play. The following Jigsaw PSHE sessions lend themselves particularly to develop children's skills in drama within a health and wellbeing context.								
EXA 0-01a / EXA 1-01a / EXA 2-01a I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.	BMIMW 3 BMIMW 4 BMIMW 6 CD 3 CD 6 DAG 3 DAG 4 DAG 5 HM 4 HM 5 R 1 R 4	BMIMW 3 BMIMW 4 BMIMW 6 CD 3 CD 6 DAG 3 DAG 4 DAG 5 HM 4 HM 5 R 1 R 4	BMIMW 1 BMIMW 2 BMIMW 4 Primary 1 BMIMW 6 DAG 3 HM 5 R 4	CD 3 CD 4 R 3	CD 4 R 2	CD 3 CD 4		CD 3 CD 4 CD 6 R 4 R 6	
	No associated benchmarks with EXA 0-01a, 1a, 2a								
EXA 0-13a / EXA 1-13a / EXA 2-13a Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.	BMIMW 6 CD 3 DAG 5 HM 4 HM 5 R 1	BMIMW 6 CD 3 DAG 5 HM 4 HM 5 R 1	BMIMW 2 BMIMW 4 BMIMW 6 HM 5 R 3 R 4 R 5	CD 3 CD 4 R 3	CD 4 R 2	CD 3 CD 4		CD 3 CD 4 CD 6 R 4 R 6	
EXA 0-14a I use drama to explore real and imaginary situations, helping me to understand my world.	<u>EXA 0-13a, 0-14a, EXA 0-15a benchmarks</u> Takes on a role within a play or dramatised situation, for example, a puppet show, a real or imagined situation, re-enactment of a story or traditional tale. Communicates ideas and feelings using aspects of voice, such as volume, expression and clarity.			<u>EXA 1-13a, 1-14a, 1-15a, benchmarks</u> Creates, chooses and takes on a role within a drama such as a real or imagined situation, re-enactment of a story, a traditional tale. Uses voice, considering use of volume, expression, clarity and pace to convey a character.			<u>EXA 2-13a, 2-14a, 2-15a benchmarks</u> Conveys a character using characterisation techniques such as hot seating, role on the wall, thought tracking. Chooses voice appropriately for role, considering volume, tone, clarity, pace, characterisation, and emotion. Chooses appropriate movement for role, for example, to convey the character's		
EXA 1-14a I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.									

<p>EXA 2-14a I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.</p> <p>EXA 0-15a / EXA 1-15a / EXA 2-15a I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.</p>	<p>Communicates ideas and feelings using movement, for example, through body language, gestures, actions and posture.</p> <p>Communicates ideas and feelings using facial expressions, for example, to show happy, sad, surprised, angry, scared.</p> <p>Conveys through drama what characters in real or imaginary situations might say, do or feel, for example, being upset about losing a toy, what a character in a well-known fairy tale might say or how they might feel.</p> <p>Communicates their ideas through improvised drama i.e. making it up as they go along.</p> <p>Shares thoughts and feelings about drama experiences, for example, during a discussion about characters or events in a drama, giving reasons for likes and dislikes.</p> <p>Shares views and listens appropriately to the views of others on their own or others' work.</p>	<p>Uses movement in roles, conveying a character through gestures, actions and posture.</p> <p>Uses expression in role, conveying a character through body language, for example, facial expression.</p> <p>Creates a short drama using improvisation, from a given stimulus, and working collaboratively.</p> <p>Shows understanding of how to work from a script by acting or speaking at the appropriate time, for example, in a nativity play, a sound story or a poem.</p> <p>Contributes towards the development of a drama, for example, by discussing aspects such as character, performance, or script, for example, what a character in a well-known story might say to another.</p> <p>Shares views and listens appropriately to the views of others about what works well and what could be improved in their own and others' work, using some drama vocabulary.</p>	<p>setting, physical features, the character's feelings.</p> <p>Chooses relevant expression in role, showing how the character might interact with others, for example, through body language.</p> <p>Uses movement, expression and voice to create atmosphere, for example, a high pitched voice, wide eyes and crouched body to suggest a frightening situation.</p> <p>Creates a short drama, as part of a group or individually, using improvisation or a published script.</p> <p>Builds on the contributions of others in developing ideas for a shared drama, with regard to plot, characters and theatre arts.</p> <p>Presents a short drama, as part of a group, using improvisation or a script.</p> <p>Uses theatre arts technology such as props, basic lighting and sound to enhance a performance effectively, for example, chooses appropriate music or makes sound effects to create atmosphere.</p> <p>Gives a personal response to drama experiences, with appropriate justification.</p> <p>Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate drama vocabulary.</p>
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EXA 0-18a / EXA 1-18a EXA 2-18a Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.	Each Jigsaw PSHE Puzzle (unit of work) includes a specially written song that reinforces the learning messages in that puzzle. The songs can be used in whole school assemblies, but are also integrated within the following sessions. These could provide teachers opportunities to assess children’s singing skills.							
BMIMW1 BMIMW 2 BMIMW 4 BMIMW 5 CD 1 CD 3 CD 5 DAG 1 DAG 2 DAG 3 HM 1 HM 2 HM 3 HM 4 R 2 R 3 R 4 R 6 CM 1 CM 2 CM 3 CM 4	BMIMW1 BMIMW 2 BMIMW 4 BMIMW 5 CD 1 CD 3 CD 5 DAG 1 DAG 2 DAG 3 HM 1 HM 2 HM 3 HM 4 R 2 R 3 R 4 R 6 CM 1 CM 2 CM 3 CM 4	BMIMW 2 BMIMW 3 CD 4 CD 5 DAG 2 DAG 3 DAG 5 DAG 6 HM 1 HM 2 HM 3 R 2 R 6 CM 1 CM 2 CM 3 CM 5 CM 6	BMIMW 2 BMIMW 3 BMIMW 5 BMIMW 6 CD 3 CD 4 CD 5 DAG 2 DAG 3 DAG 6 HM 1 R 2 R 3 CM 1 CM 2 CM 6	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 6 CD 3 CD 6 DAG 4 DAG 5 HM 1 R 2 R 6 CM 2 CM 6	BMIMW 3 BMIMW 6 CD 3 CD 6 DAG 2 DAG 3 DAG 4 DAG 6 HM 4 HM 5 HM 6 R 3 CM 5 CM 6	BMIMW 1 BMIMW 3 BMIMW 5 BMIMW 6 CD 3 DAG 1 DAG 3 DAG 6 HM 6 CM 5	BMIMW 5 CD 3 CD 6 DAG 2 DAG 3 DAG 6 HM 2 R 5 R 6 CM 1 CM 6	Songs are not included within P 7 lessons
<u>EXA 0-18a benchmarks</u> Uses voice to explore sound and rhythm, for example, hums, whispers, sings Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions.			<u>EXA 1-18a benchmarks</u> Performs songs with enthusiasm, from a range of styles and cultures, demonstrating a variety of basic singing techniques such as accurate pitch, good diction and appropriate dynamics, for example, loud or quiet.			<u>EXA 2-18a benchmarks</u> Performs songs in unison and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures, such as folk songs or songs from musicals, using appropriate performance directions, for example, gradually getting louder/quieter, and/or musical notation.		

Religious and Moral Education									
	Early Level			First Level			Second Level		
	3-4yrs	4-5yrs	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
RME 0-02a As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others.	All Jigsaw Sessions		BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 5 BMIMW 6 CD 3 CD 4 CD 5 CD 6 R 3 R 4 R 5 R 6	Note: RME 1-02a is more appropriately taught through specific RME lessons.			Note: RME 2-02a is more appropriately taught through specific RME lessons.		
	<u>RME 0-02a benchmarks</u> Shares thoughts about what is fair, unfair, caring and sharing.								
RME 2-02b / RME 2-05b I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.	Note: RME 2b, 5b not applicable at Early Level			Note: RME 2b, 5b more appropriately taught through specific RME lessons.			BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 4 DAG 5 DAG 6 R 1 R 2 R 5 R 6	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 2 HM 3 HM 5 R 1	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 R 1 R 2 R 3 R 4

								R 2 R 3 R 4 R 5 R 6 CM 5 CM 6	R 5 R 6 CM 2 CM 3
								RME 2-02b, 5b benchmarks Investigates, describes, explains and expresses an opinion on at least one value from Christianity, at least one World Religion, and at least one belief group independent of religion. Discusses ways in which own values can affect actions. Discusses and expresses views about the importance of values such as honesty, respect and compassion.	
RME 0-07a / 1-07a / RME 2-07a I am developing respect for others and my understanding of their beliefs and values.	BMIMW 3 BMIMW 4 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 5 DAG 6 R 1 R 2 R 3 R 4 R 5 R 6	BMIMW 3 BMIMW 4 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 5 DAG 6 R 1 R 2 R 3 R 4 R 5 R 6	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 R 3 R 5 R 6	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 R 1 R 2 R 3 R 5	BMIMW 1 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 R 1 R 2 R 6 CM 5	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 6 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 3 HM 4 HM 5 R 2	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 4 DAG 5 DAG 6 R 1 R 2 R 5 R 6	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 3 R 1 R 2 R 3 R 4 R 5 R 6 CM 3	

				R 6 CM 4 CM 5		R 3 R 4 R 5 R 6 CM 2		R 5 R 6 CM 5 CM 6	
	Note : No applicable benchmarks for RME 0-07a			Note : No applicable benchmarks for RME 1-07a			RME 2-07a benchmarks (Same benchmarks as for 2-02b, 5b)		
RME 1-08a / RME 2-08a I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.	Note : RME 0-08a not applicable at Early Level	BMIMW 3	BMIMW 1	BMIMW 1	BMIMW 1	BMIMW 1	BMIMW 1	BMIMW 1	
		BMIMW 4	BMIMW 3	BMIMW 2	BMIMW 2	BMIMW 2	BMIMW 2	BMIMW 2	
		BMIMW 5	BMIMW 4	BMIMW 3	BMIMW 3	BMIMW 3	BMIMW 3	BMIMW 3	
		BMIMW 6	BMIMW 5	BMIMW 4	BMIMW 4	BMIMW 4	BMIMW 4	BMIMW 4	
		CD 1	BMIMW 6	BMIMW 5	BMIMW 5	BMIMW 5	BMIMW 5	BMIMW 5	
		CD 2	CD 1	BMIMW 6	BMIMW 6	BMIMW 6	BMIMW 6	BMIMW 6	
		CD 3	CD 2	CD 1	CD 1	CD 1	CD 1	CD 1	
		CD 4	CD 3	CD 2	CD 2	CD 2	CD 2	CD 2	
		CD 5	CD 4	CD 3	CD 3	CD 3	CD 3	CD 3	
		CD 6	CD 5	CD 4	CD 4	CD 4	CD 4	CD 4	
		DAG 1	CD 6	CD 5	CD 5	CD 5	CD 5	CD 5	
		DAG 2	DAG 1	CD 6	CD 6	CD 6	CD 6	CD 6	
		DAG 3	DAG 2	DAG 3	DAG 3	DAG 3	DAG 3	DAG 3	
		DAG 4	DAG 3	DAG 4	DAG 4	DAG 4	DAG 4	DAG 4	
		DAG 5	DAG 4	DAG 5	DAG 5	DAG 5	DAG 5	DAG 5	
		DAG 6	DAG 5	DAG 6	DAG 6	DAG 6	DAG 6	DAG 6	
		R 1	R 1	HM 1	HM 1	HM 1	HM 1	HM 1	
		R 5	R 2	HM 2	HM 2	HM 2	HM 2	HM 2	
		R 6	R 4	HM 3	HM 3	HM 3	HM 3	HM 3	
		CM 4	R 5	HM 4	HM 4	HM 4	HM 4	HM 4	
		CM 5	R 6	HM 5	HM 5	HM 5	HM 5	HM 5	
			CM 5	HM 6	HM 6	HM 6	HM 6	HM 6	
			CM 6	R 2	R 2	R 2	R 2	R 2	
				R 3	R 3	R 3	R 3	R 3	
				R 4	R 4	R 4	R 4	R 4	
				R 5	R 5	R 5	R 5	R 5	
				R 6	R 6	R 6	R 6	R 6	
							CM 1	CM 1	
							CM 5	CM 5	
							CM 6	CM 6	

			Describes and discusses at least one personal belief and at least one example of how own beliefs might affect actions.					
			Describes and discusses at least one personal value and at least one example of how own values might affect actions.					
RME 0-09a As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.	All Jigsaw Sessions	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 5 BMIMW 6 CD 3 CD 4 CD 5 CD 6 R 3 R 4 R 5 R 6	BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 R 1 R 5 R 6 CM 4 CM 5	BMIMW 1 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 R 1 R 2 R 4 R 5 R 6 CM 5 CM 6	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 R 2 R 3 R 4 R 5 R 6 CM 2	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 HM 6 R 1 R 2 R 5 R 6	CD 1 CD 2 CD 6 DAG 3 R 2 R 3 R 5 R 6 CM 1	BMIMW 1 BMIMW 3 BMIMW 5 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 3 R 1 R 2 R 3 R 4 R 5 R 6 CM 3
RME 1-09a I am developing an awareness that some people have beliefs and values which are independent of religion.								
RME 2-09a I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland.								
	Note : No applicable benchmarks for RME 0-09a		RME 1-09a benchmarks (Same benchmarks as for 1-08a)			RME2-09a benchmarks (Same benchmarks as for 2-08a)		
RME 1-09b I can show my understanding of values such as caring, sharing, fairness, equality and love.	Note : RME 0-09b not applicable at Early Level		BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1	BMIMW 1 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6	BMIMW 1 BMIMW 3 BMIMW 5 CD 1 CD 2 CD 3

RME 2-09b I am developing my understanding that people have beliefs and values based upon religious or other positions.		CD 2 CD 3 CD 4 CD 5 CD 6 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 R 1 R 2 R 3 R 5 R 6 CM 4 CM 5	CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 R 1 R 2 R 4 R 5 R 6 CM 5	CD 1 CD 2 CD 3 CD 4 CD 6 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 3 HM 4 HM 5 R 1 R 2 R 3 R 4 R 5 R 6 CM 2	BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 5 DAG 6 HM 4 HM 5 R 1 R 2 R 5 R 6	CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 3 DAG 4 DAG 5 DAG 6 HM 5 R 1 R 2 R 3 R 4 R 5 R 6 CM 1 CM 5 CM 6	CD 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 R 1 R 2 R 3 R 4 R 5 R 6 CM 3 CM 4
		Note: No benchmarks for RME1-09b			<u>RME2-09b benchmarks</u> Investigates, describes, explains and expresses an opinion on at least one belief from Christianity, at least one World Religion, and at least one belief group independent of religion. Discusses ways in which own beliefs can affect actions.		
RME 1-09c I am becoming aware that people's beliefs and values affect their actions. RME 2-09c I can explain why different people think that values such as honesty, respect	Note : RME 0-09c not applicable at Early Level	BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 3 CD 4 CD 5 CD 6	BMIMW 1 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3

<p>and compassion are important, and I show respect for others.</p> <p>RME 2-09d</p> <p>I am developing my understanding of how my own and other people's beliefs and values affect their actions.</p>		<p>DAG 2</p> <p>DAG 3</p> <p>DAG 4</p> <p>DAG 5</p> <p>R 1</p> <p>R 5</p> <p>R 6</p> <p>CM 4</p> <p>CM 5</p>	<p>CD 5</p> <p>CD 6</p> <p>DAG 1</p> <p>DAG 5</p> <p>R 2</p> <p>R 4</p> <p>R 5</p> <p>R 6</p> <p>CM 5</p> <p>CM 6</p>	<p>CD 4</p> <p>CD 6</p> <p>DAG 4</p> <p>DAG 5</p> <p>DAG 6</p> <p>HM 1</p> <p>HM 2</p> <p>HM 3</p> <p>HM 4</p> <p>HM 5</p> <p>HM 6</p> <p>R 2</p> <p>R 3</p> <p>R 4</p> <p>R 5</p> <p>R 6</p> <p>CM 2</p>	<p>CD 4</p> <p>CD 5</p> <p>CD 6</p> <p>DAG 4</p> <p>DAG 5</p> <p>DAG 6</p> <p>HM 1</p> <p>HM 2</p> <p>HM 4</p> <p>HM 5</p> <p>HM 6</p> <p>R 1</p> <p>R 2</p> <p>R 5</p> <p>R 6</p> <p>CM 1</p>	<p>CD 4</p> <p>CD 5</p> <p>CD 6</p> <p>DAG 1</p> <p>DAG 2</p> <p>DAG 3</p> <p>DAG 4</p> <p>DAG 5</p> <p>DAG 6</p> <p>HM 1</p> <p>HM 2</p> <p>HM 3</p> <p>HM 4</p> <p>HM 5</p> <p>HM 6</p> <p>R 1</p> <p>R 2</p> <p>R 3</p> <p>R 4</p> <p>R 5</p> <p>R 6</p> <p>CM 5</p> <p>CM 6</p>	<p>CD 4</p> <p>CD 5</p> <p>CD 6</p> <p>DAG 1</p> <p>DAG 2</p> <p>DAG 3</p> <p>DAG 4</p> <p>DAG 5</p> <p>DAG 6</p> <p>HM 3</p> <p>R 1</p> <p>R 2</p> <p>R 3</p> <p>R 4</p> <p>R 5</p> <p>R 6</p> <p>CM 2</p> <p>CM 3</p> <p>CM 4</p>
		<p><u>RME1-09c benchmarks</u></p> <p>Same benchmarks as for RME 1-08a</p> <p>Note: RME 1-09d not applicable at First Level</p>			<p><u>RME1-09c, 9d benchmarks</u></p> <p>Same benchmarks as for 2-09b</p>		

Religious Education (Catholic Schools)									
	Early Level			First Level			Second Level		
	3-4yrs	4-5yrs	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
RERC 0-01a I explore God's natural world and I am beginning to see the wonder and awe of this gift in the world around me. RERC 1-01a I am discovering God's precious gift of life and reflect on how this reveals God's love for me. RERC 2-01a I examine God's precious gift of life and can reflect and act upon my God-given role.	HM 1 HM 2 HM 3 HM 4 HM 5 CM 1 CM 2 CM 3 CM 4	HM 1 HM 2 HM 3 HM 4 HM 5 CM 1 CM 2 CM 3 CM 4	CM 1 CM 2 CM 3 CM 4	DAG 1 DAG 2 HM 1 CM 1 CM 2 CM 3 CM 4	DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 6 R 6 CM 1 CM 2 CM 3 CM 4	CD 5 DAG 1 DAG 4 DAG 5 HM 3 HM 4 HM 6 R 1 R 2 R 3 R 4 R 5 R 6 CM 1 CM 2 CM 3 CM 4	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 4 HM 5 HM 6 R 1 R 2 R 5 R 6 CM 1 CM 2 CM 3 CM 4	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 R 1 R 2 R 3 R 4 R 5 R 6 CM 1 CM 2 CM 3 CM 4	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 R 1 R 2 R 3 R 4 R 5 R 6 CM 1 CM 2 CM 3 CM 4
	<u>RERC 0-01a benchmarks</u> Talks about where they can see God's creation. Recognises and identifies signs of God's love.			<u>RERC 1-01a benchmarks</u> Shares thoughts and feelings that God created and loves them and how life is a gift from God.			<u>RERC 2-01a benchmarks</u> Participates in discussion and reflection upon the gift of life		

	Shows love for others						Acts in a loving, just and peaceful way, using their gifts and talents for the good of all; and has identified ways to develop these.		
							Reflects and acts upon how good choices, forgiveness and reconciliation are important in their relationship with God and others.		
RERC 0-02a I can share my awareness of what makes me a unique child who has been given gifts from God. RERC 1-02a I know that a loving God has created me and that my uniqueness can develop according to God's plan for me. RERC 2-02a I know that God wants me to develop my God-given gifts and I have reflected on how I can use them for the common good.	CD 1 CD 2 CD 3 CD 4 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 3 HM 4 HM 5 CM 1 CM 2 CM 3 CM 4	CD 1 CD 2 CD 3 CD 4 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 3 HM 4 HM 5 CM 1 CM 2 CM 3 CM 4	BMIMW 2 BMIMW 3 BMIMW 4 CD 1 CD 2 CD 6 HM 6 R 5 R 6 CM 2 CM 3 CM 4 CM 5	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 R 1 R 3 R 6 CM 5	BMIMW 1 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 R 1 R 2 R 4 R 5 R 6 CM 5	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 2 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 R 1 R 2 R 3 R 5 R 6 CM 1 CM 4 CM 5	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 R 1 R 2 R 3 R 4 R 5 R 6 CM 2 CM 3 CM 4	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 R 1 R 2 R 3 R 4 R 5 R 6 CM 2 CM 3 CM 4	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 DAG 2 DAG 3 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 R 1 R 2 R 3 R 4 R 5 R 6 CM 2 CM 3 CM 4
	RERC 0-02a benchmarks			RERC 1-02a benchmarks			RERC 2-02a benchmarks		

	Shares what gifts they have and talks about how they are different from other people's.		Expresses that it is God who asks them to love others and shares how they put into practice love of God and love of neighbour. Shares thoughts and feelings about how to make good choices. Describes and discusses how forgiveness and reconciliation are important in their relationship with God and others. Participates in discussion and reflection about how God helps them and others in life and at difficult times.			Demonstrates, through their words and actions, Church teaching on care for the world and others Acts in a loving, just and peaceful way, using their gifts and talents for the good of all; and has identified ways to develop these. Reflects and acts upon how good choices, forgiveness and reconciliation are important in their relationship with God and others.
RERC 0-08a I am aware of being part of a community and I have begun to explore aspects of the local Catholic community. RERC 1-08a I know that through the Community of the Church, people can experience God's love and care and I have reflected on how this community celebrates together.	All Jigsaw Sessions	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 5 BMIMW 6 CD 3 CD 4 CD 5 CD 6 R 1 R 2 R 3 R 4 R 5 R 6	BMIMW 3 BMIMW4 BMIMW 5 BMIMW 6 CD 6 DAG 4 DAG 5 DAG 6 R 5 R 6	R 6	R 1 R 6	Note: RERC 2-08a is more appropriately taught through specific RE lessons.
	<u>RERC 0-08a benchmarks</u> Shows love for others. Asks and answers questions about their community and gives an example of how they are part of a Catholic community		<u>RERC 1-08a benchmarks</u> No specific benchmarks for RERC 1-08a			
RERC 1-21a I have explored the implications of Jesus' command to love God and love my neighbour.	Note: RERC 0-21a is more appropriately taught through specific RE lessons.		CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 R 1 R 3 R 6	BMIMW 1 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 CD 1 CD 2 CD 3 CD 4	Note: RERC 2-21a is more appropriately taught through specific RE lessons.

			CD 6 DAG 1 R 2 R 4 R 5 R 6	CD 6 DAG 4 DAG 5 DAG 6 HM 1 HM 2 HM 5 R 1 R 2 R 6			
		RERC 1-21a benchmarks Expresses that it is God who asks them to love others and shares how they put into practice love of God and love of neighbour					
RERC 1-22a / RERC 2-22a I have explored the call to forgiveness and reconciliation and have reflected on how this can restore my relationship with God and others. I can put this understanding into practice in my relationship with God and others.	Note: RERC 0-22a is not applicable at Early Level	R 3 R 6	CD 2 CD 3 CD 4 CD 5 R 2	CD 3 CD 4 HM 5	CD 3 CD 4 DAG 5 R 2 R 5 R 6	BMIMW 4 BMIMW 5 CD 3 CD 4 CD 6 R 2 R 3 R 4 R 5 R 6	BMIMW 1 BMIMW 3 CD 4 CD 5 DAG 3 R 1 R 2 R 3 R 4 R 5 R 6 CM 3
		RERC 1-22a benchmarks Expresses that it is God who asks them to love others and shares how they put into practice love of God and love of neighbour. Shares thoughts and feelings about how to make good choices. Describes and discusses how forgiveness and reconciliation are important in their relationship with God and others.			RERC 2-22a benchmarks Reflects and acts upon how good choices, forgiveness and reconciliation are important in their relationship with God and others.		
		BMIMW 2 BMIMW 3	BMIMW 3 BMIMW 4	BMIMW 2 BMIMW 3	BMIMW 4 BMIMW 5	BMIMW 4 BMIMW 5	BMIMW 1 BMIMW 3

RERC 1-23a / RERC 2-23a I know that God has given me the freedom to make choices about the way I live my life. I have reflected on how the decisions of my conscience affect my relationship with God and others.	Note: RERC 0-23a is not applicable at Early Level	BMIMW 4 BMIMW 5 BMIMW 6 CD 3 CD 4 CD 5 DAG 3 HM 1 R 1 R 3 R 6	BMIMW 5 BMIMW 6 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 5 HM 1 HM 2 R 2 R 4 R 5	BMIMW 4 BMIMW 5 BMIMW 6 CD 3 CD 4 CD 6 HM 2 HM 3 HM 4 HM 5 HM 6 CM 4	BMIMW 6 CD 2 CD 3 CD 4 DAG 5 DAG 6 HM 1 HM 2 HM 5 HM 6 R 1 R 2 R 5 R 6	BMIMW 6 CD 3 CD 4 CD 6 HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 R 2 R 3 R 4 R 5 R 6 CM 5 CM 6	BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 4 CD 5 DAG 3 HM 1 HM 2 HM 3 HM 4 HM 5 HM 6 R 1 R 2 R 3 R 4 R 5 R 6 CM 2 CM 3 CM 4
		<u>RERC 1-23a benchmarks</u> Same benchmarks as for RERC 1-22a			<u>RERC 2-24a benchmarks</u> Same benchmarks as for RERC 2-22a		
RERC 1-24a / RERC 2-24a I have considered ways in which the Catholic Christian community works together to show care for the world and for the needs of all people. I have reflected on the implications of this for my life and that of others.	Note: RERC 0-24a is not applicable at Early Level	BMIMW 1 CD 4 CD 5 CD 6 R 5 R 6 CM 5	BMIMW 1 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 1 R 4 R 5 R 6	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 5 BMIMW 6 CD 3 CD 4 CD 6 DAG 4 R 6	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 4 DAG 5 DAG 6 R 1 R 2 R 5 R 6	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 4 BMIMW 5 BMIMW 6 CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 DAG 3 DAG 4 DAG 5 DAG 6 HM 5 R 1 R 2	BMIMW 1 BMIMW 2 BMIMW 3 BMIMW 5 CD 1 CD 2 CD 3 CD 4 CD 5 DAG 3 R 1 R 2 R 3 R 4 R 5 R 6 CM 3

						R 3 R 4 R 5 R 6 CM 6	
		<u>RERC 1-24a benchmarks</u> Same benchmarks as for RERC 1-22a			<u>RERC 2-24a benchmarks</u> Same benchmarks as for RERC 2-22a		