

Jigsaw Scotland's Contribution to the Health and Wellbeing of Children in Primary 2

Curriculum for Excellence plays an essential role in promoting the health and well-being of children and young people and equally of all of those in the educational communities to which they belong. Learning through health and well-being promotes confidence, independent thinking and positive attitudes and dispositions.

Scotland's National Health and Wellbeing Framework for children and young people is underpinned by 8 key indicators (SHANARRI) as follows: Being Safe (S), Being Healthy (H), Achieving (A), Being Nurtured (N), Being Active (A), Being Respected (R), Taking Responsibility (R) and Being Included (I).

Educational settings working with children and young people are therefore well-placed to provide both universal and targeted health and wellbeing education and interventions to contribute to the SHANARRI outcomes. Also by aiming to Get It Right For Every Child (GIRFEC) there is an opportunity to help reduce inequality and 'narrow the gap'.

Jigsaw Scotland, the mindful approach to Health and Wellbeing, brings together Personal, Social, Health and Economic education in a comprehensive, structured scheme of work to fulfil the requirements of the Health and Wellbeing Curriculum's *Experiences and Outcomes* and SHANARRI. There is a strong emphasis on emotional literacy and nurturing mental health as the necessary underpinnings for learning with a unique mindfulness approach in every lesson. Jigsaw Scotland provides detailed lesson plans providing practitioners with everything they need to deliver creative teaching and learning activities.

Jigsaw comprehensively meets all the Experiences and Outcomes (Es and Os) for Health and Wellbeing (except those needing to be taught exclusively through Physical Education lessons) and **Table A below, provides teachers with a detailed map of the relevant Es and Os included in each Jigsaw lesson for Primary 2 children.**

Table B highlights the main cross-curricular links within each Primary 2 Jigsaw lesson to other Curriculum For Excellence subjects.

Jigsaw Scotland materials also include 5 formal assessment opportunities in each year group for teachers to assess pupil progress in Health and Wellbeing if desired. **Table C shows the individual Jigsaw lessons (pieces) where the assessment opportunities can be found within the Primary 2 materials, and maps these against any relevant Health and Wellbeing benchmarks.**

To aid teachers' understanding of how Primary 2 fits within Jigsaw Scotland's overall progression of knowledge and skills from Early Level to Primary 7 a further document called *Curriculum for Excellence and Jigsaw Map Early Level to P7* can be requested and downloaded from the Jigsaw website (under the Jigsaw Scotland tab). This maps the complete scheme of work for all year groups mapped against the Es and Os and benchmarks. The article *Jigsaw and the Scottish National Curriculum* (also found on the Jigsaw website) gives further explanation of how the programme's whole school, spiral and progressive approach ensures that the Health and Wellbeing Framework is fully addressed in a way that is accessible and exciting to both staff and children.

HEALTHY ME Note: Teachers may wish to provide additional enrichment activities within Healthy Me lessons and within the End of Puzzle Outcome activities to include food sourcing, handling, preparation and tasting HWB 1-29a, HWB 1-30b, HWB 1-35a, TCH 1-04a, TCH 1-04c, TCH 1-04d. Additional lessons to support HWB 1-25a (Participation in physical activity) and human anatomy SCN 1-12a could also be included. Teachers could also reference differing nutritional needs HWB 1-32a and needs of babies HWB 1-51a within Healthy Me sessions.

Health and Wellbeing First Level Experiences and Outcomes HWB 1-01a – HWB 1-23a																							
	1-01a	1-02a	1-03a	1-04a	1-05a	1-06a	1-07a	1-08a	1-09a	1-10a	1-11a	1-12a	1-13a	1-14a	1-15a	1-16a	1-17a	1-18a	1-19a	1-20a	1-21a	1-22a	1-23a
Piece (lesson) 1	●	●				●	●					●	●	●	●				●		●	●	●
Piece (lesson) 2	●	●		●		●	●					●	●	●	●				●		●	●	●
Piece (lesson) 3	●	●	●			●	●					●	●	●	●	●	●		●		●	●	●
Piece (lesson) 4	●	●				●	●					●	●	●	●				●		●	●	●
Piece (lesson) 5	●	●				●	●					●	●	●	●				●		●	●	●
Piece (lesson) 6	●	●				●	●					●	●	●	●				●		●	●	●

Health and Wellbeing First Level Experiences and Outcomes HWB 1-24a – HWB 1-51a																							
	1-24a	1-25a	1-27a	1-28a	1-29a	1-30a	1-30b	1-32a	1-33a	1-35a	1-37a	1-38a	1-42a	1-44a	1-44b	1-45a	1-45b	1-47a	1-47b	1-48a	1-49a	1-50a	1-51a
Piece (lesson) 1	●	●	●	●	●	●	●		●			●								●	●	●	
Piece (lesson) 2	●		●																	●	●	●	
Piece (lesson) 3	●		●									●	●			●				●	●		
Piece (lesson) 4	●	●	●	●	●	●	●					●							●	●	●	●	
Piece (lesson) 5	●	●	●	●	●	●	●					●							●	●	●	●	
Piece (lesson) 6	●		●	●	●	●	●		●	●		●							●	●	●	●	

RELATIONSHIPS

Health and Wellbeing First Level Experiences and Outcomes HWB 1-01a – HWB 1-23a																							
	1-01a	1-02a	1-03a	1-04a	1-05a	1-06a	1-07a	1-08a	1-09a	1-10a	1-11a	1-12a	1-13a	1-14a	1-15a	1-16a	1-17a	1-18a	1-19a	1-20a	1-21a	1-22a	1-23a
Piece (lesson) 1	●	●	●		●	●	●		●	●		●	●	●					●		●	●	●
Piece (lesson) 2	●	●	●	●	●	●	●		●			●	●	●	●	●	●		●		●	●	●
Piece (lesson) 3	●	●	●	●	●	●	●			●		●	●	●					●		●	●	●
Piece (lesson) 4	●	●	●	●	●	●	●					●	●	●		●	●		●		●	●	●
Piece (lesson) 5	●	●	●		●	●	●			●		●	●	●		●	●		●		●	●	●
Piece (lesson) 6	●	●	●	●	●	●	●			●		●	●	●					●		●	●	●

Health and Wellbeing First Level Experiences and Outcomes HWB 1-24a – HWB 1-51a																							
	1-24a	1-25a	1-27a	1-28a	1-29a	1-30a	1-30b	1-32a	1-33a	1-35a	1-37a	1-38a	1-42a	1-44a	1-44b	1-45a	1-45b	1-47a	1-47b	1-48a	1-49a	1-50a	1-51a
Piece (lesson) 1	●	●												●	●	●		●		●	●		
Piece (lesson) 2	●												●	●	●	●	●			●	●		
Piece (lesson) 3	●	●												●	●	●	●	●	●	●	●		
Piece (lesson) 4	●												●	●	●	●	●			●	●		
Piece (lesson) 5	●	●											●	●	●	●	●			●	●		
Piece (lesson) 6	●													●		●	●						

CHANGING ME Note: Teachers could discuss needs of infants HWB 1-51a and dietary needs through life stages HWB 1-32a within any of the Changing Me sessions but particularly in Piece (lesson) 3

Health and Wellbeing First Level Experiences and Outcomes HWB 1-01a – HWB 1-23a

	1-01a	1-02a	1-03a	1-04a	1-05a	1-06a	1-07a	1-08a	1-09a	1-10a	1-11a	1-12a	1-13a	1-14a	1-15a	1-16a	1-17a	1-18a	1-19a	1-20a	1-21a	1-22a	1-23a
Piece (lesson) 1	●	●				●	●					●	●	●					●		●	●	●
Piece (lesson) 2	●	●				●	●					●	●	●					●		●	●	●
Piece (lesson) 3	●	●				●	●					●	●	●					●		●	●	●
Piece (lesson) 4	●	●				●	●					●	●	●	●	●	●		●		●	●	●
Piece (lesson) 5	●	●	●	●	●	●	●		●			●	●	●		●	●		●		●	●	●
Piece (lesson) 6	●	●		●		●	●				●	●	●	●					●	●	●	●	●

Health and Wellbeing First Level Experiences and Outcomes HWB 1-24a – HWB 1-51a

	1-24a	1-25a	1-27a	1-28a	1-29a	1-30a	1-30b	1-32a	1-33a	1-35a	1-37a	1-38a	1-42a	1-44a	1-44b	1-45a	1-45b	1-47a	1-47b	1-48a	1-49a	1-50a	1-51a
Piece (lesson) 1	●															●			●			●	●
Piece (lesson) 2	●	●														●			●			●	●
Piece (lesson) 3	●							●								●			●	●		●	●
Piece (lesson) 4	●	●														●	●	●	●	●		●	
Piece (lesson) 5	●												●		●	●	●			●	●		
Piece (lesson) 6	●														●	●				●			

Table B : Jigsaw’s Main Cross-Curricular Links to other Curriculum for Excellence Subjects in Primary 2

	Links to Social Studies, Technologies, Science, Numeracy and Maths, Literacy and English, Expressive Arts, RME and Religious Education																					
BEING ME IN MY WORLD																						
	SOC 1-08a	SOC 1-15a	SOC 1-16a	SOC 1-17a	SOC 1-18a	SOC 1-20a	SOC 1-21a	SOC 1-22a	TCH 1-03a	TCH 1-04a/c/d	TCH 1-06a	TCH 1-07a	LIT 1-02a	LIT 1-04a	LIT 1-07a	LIT 1-08a	LIT 1-09a	LIT 1-10a	LIT 1-18a	MNU 1-09a	MNU 1-09b	SCN 1-12a
Piece (lesson) 1			●	●	●								●	●	●		●	●				
Piece (lesson) 2			●	●	●								●	●	●		●	●				
Piece (lesson) 3			●	●	●								●	●	●		●	●				
Piece (lesson) 4			●	●	●								●	●	●		●	●				
Piece (lesson) 5			●	●	●								●	●	●		●	●				
Piece (lesson) 6			●	●	●								●	●	●		●	●				
	EXA 1-01a	EXA 1-13a	EXA 1-14a	EXA 1-15a	EXA 1-18a	RME 1-07a	RME 1-08a	RME 1-09a	RME 1-09b	RME 1-09c	RERC 1-01a	RERC 1-02a	RERC 1-08a	RERC 1-21a	RERC 1-22a	RERC 1-23a	RERC 1-24a					
Piece (lesson) 1											●						●					
Piece (lesson) 2					●	●			●	●		●				●						
Piece (lesson) 3					●	●	●	●	●	●		●	●			●						
Piece (lesson) 4						●	●	●	●	●		●	●			●						
Piece (lesson) 5					●	●	●	●	●	●		●	●			●						
Piece (lesson) 6					●	●	●	●	●	●		●	●			●						
CELEBRATING DIFFERENCE	Note: There are opportunities for the teacher to include e-safety TCH 1-03a within Celebrating Difference Pieces (lessons) 3 and 4 by including in any class discussions about bullying.																					
	SOC 1-08a	SOC 1-15a	SOC 1-16a	SOC 1-17a	SOC 1-18a	SOC 1-20a	SOC 1-21a	SOC 1-22a	TCH 1-03a	TCH 1-04a/c/d	TCH 1-06a	TCH 1-07a	LIT 1-02a	LIT 1-04a	LIT 1-07a	LIT 1-08a	LIT 1-09a	LIT 1-10a	LIT 1-18a	MNU 1-09a	MNU 1-09b	SCN 1-12a
Piece (lesson) 1				●	●								●	●	●		●	●				
Piece (lesson) 2				●	●								●	●	●		●	●				
Piece (lesson) 3			●	●	●				●				●	●	●		●	●				
Piece (lesson) 4			●	●	●				●				●	●	●		●	●				
Piece (lesson) 5				●	●								●	●	●		●	●				
Piece (lesson) 6				●	●								●	●	●		●	●				
	EXA 1-01a	EXA 1-13a	EXA 1-14a	EXA 1-15a	EXA 1-18a	RME 1-07a	RME 1-08a	RME 1-09a	RME 1-09b	RME 1-09c	RERC 1-01a	RERC 1-02a	RERC 1-08a	RERC 1-21a	RERC 1-22a	RERC 1-23a	RERC 1-24a					
Piece (lesson) 1						●	●	●	●			●		●								
Piece (lesson) 2						●	●	●	●			●		●								
Piece (lesson) 3	●	●	●	●	●	●	●	●	●	●		●		●		●						
Piece (lesson) 4	●	●	●	●	●	●	●	●	●	●		●		●		●	●					
Piece (lesson) 5					●	●	●	●	●	●		●		●		●	●					
Piece (lesson) 6					●	●	●	●	●	●		●	●	●			●					

Table C: Jigsaw’s Assessment Opportunities in Primary 2 materials and the associated Curriculum For Excellence Benchmarks

<p>Where the assessments can be found in Primary 2 Jigsaw materials</p> <p>Note: There is no assessment opportunity in Being Me In My World</p>	<p>Related Curriculum For Excellence Benchmarks</p>
<p>Celebrating Difference Piece (lesson) 6</p>	<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 (Personal Qualities)</u></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)
<p>Dreams and Goals Piece (lesson) 5</p>	<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 (Cognitive Skills and Personal Qualities)</u></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) ▪ 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)

	<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)
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) • Handles equipment safely, for example, when using hot or sharp kitchen tools.(HWB 1-33a) <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). (TCH 1-04a)</p> <p>Within a food / textile context:</p> <ul style="list-style-type: none"> • 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	<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 (Personal Qualities)</u></p> <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)

	<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)
Changing Me Piece (lesson) 4	<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 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)