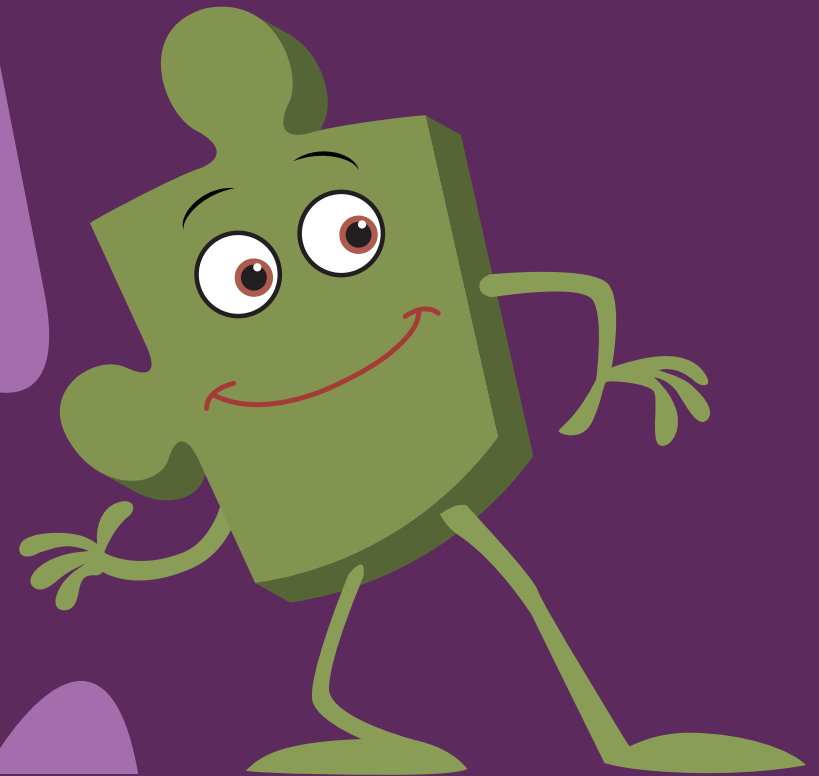




# Curriculum for Excellence and Jigsaw Scotland

## Curriculum Map for Primary 5 materials

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



## Jigsaw Scotland's Contribution to the Health and Wellbeing of Children in Primary 5

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 5 children.**

**Table B highlights the main cross-curricular links within each Primary 5 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 5 materials, and maps these against any relevant Health and Wellbeing benchmarks.**

To aid teachers' understanding of how Primary 5 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 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.

## Planning assessment of children's learning using Jigsaw Scotland's Curriculum for Excellence Mapping Documents

Request and download the following two mapping documents from the Jigsaw website (under the Scotland Tab):

- The relevant curriculum map for your Year Group
- Curriculum for Excellence and Jigsaw Map Early Level to P7



Using Table A from the map **specific to your year group**, identify the Health and Wellbeing Experiences and Outcomes that are covered in the Puzzle (unit of work) and Pieces (lessons). Identify if there are any specific Experiences and Outcomes you would like to assess.



Check in Table C within the same document, whether the Puzzle (unit) already contains an assessment activity that meets your needs and which benchmarks could be assessed.



Use the assessment opportunity contained within the relevant Piece (lesson).

**YES**



**NO**

Use Table 1 in the in the "*Curriculum for Excellence and Jigsaw Map Early Level to P7*" document to identify any relevant Health and Wellbeing benchmarks that relate to the Es and Os you want to assess. Identify which Piece(s) (lesson(s)) would be suitable to assess these and plan your own assessment activity within the relevant lesson(s).



If desired, use Table B (within the specific year group map) to identify any cross -curricular links that could also be assessed within the Piece (lesson) and use Table 3 in the "*Curriculum for Excellence and Jigsaw Map Early Level to P7*" document to identify relevant cross curricular benchmarks.

**Table A: Jigsaw and the Experiences and Outcomes for Health and Wellbeing in Primary 5**

Note: HWB 2-12a is covered by the Introductory Assemblies, Weekly Celebrations and End of Puzzle Outcomes within the Jigsaw PSHE programme. HWB2-21a is more appropriately taught in Physical Education lessons. HWB 31b, 47b is only applicable at Early and First levels and HWB 46a only applicable at Third and Fourth levels are therefore not shown in this grid.

|                      |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
|----------------------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|
| BEING ME IN MY WORLD | Note: Citizenship is a focus in Primary 5 Being Me In My World lessons, therefore Social Studies Experiences and Outcomes feature strongly (see Table B). |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
|                      | Health and Wellbeing Second Level Experiences and Outcomes HWB 2-01a – HWB 2-24a  |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
|                      | 2-01a   | 2-02a | 2-03a | 2-04a | 2-05a | 2-06a | 2-07a | 2-08a | 2-09a | 2-10a | 2-11a | 2-12a | 2-13a | 2-14a | 2-15a | 2-16a | 2-17a | 2-18a | 2-19a | 2-20a | 2-22a | 2-23a | 2-24a |  |
| Piece (lesson) 1     | ●   | ●     |       |       |       | ●     | ●     |       |       |       | ●     |       | ●     | ●     |       |       |       |       | ●     | ●     | ●     | ●     | ●     |  |
| Piece (lesson) 2     | ●   | ●     |       |       |       | ●     | ●     |       | ●     | ●     |       |       | ●     | ●     |       |       |       |       |       |       |       |       |       |  |
| Piece (lesson) 3     | ●   | ●     |       |       |       | ●     | ●     |       | ●     | ●     |       |       | ●     | ●     |       |       |       |       |       |       |       |       |       |  |
| Piece (lesson) 4     | ●   | ●     |       | ●     |       | ●     | ●     |       | ●     | ●     |       |       | ●     | ●     |       |       |       |       |       |       | ●     | ●     |       |  |
| Piece (lesson) 5     | ●   | ●     |       | ●     |       | ●     | ●     |       | ●     | ●     |       |       | ●     | ●     |       |       |       |       | ●     | ●     | ●     | ●     | ●     |  |
| Piece (lesson) 6     | ●   | ●     |       |       |       | ●     | ●     |       | ●     | ●     | ●     |       | ●     | ●     |       |       |       |       |       |       |       |       |       |  |
|                      | Health and Wellbeing Second Level Experiences and Outcomes HWB 2-25a- 2-47a   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
|                      | 2-25a   | 2-26a | 2-27a | 2-28a | 2-29a | 2-30a | 2-32a | 2-33a | 2-34a | 2-35a | 2-36a | 2-37a | 2-38a | 2-39a | 2-40a | 2-41a | 2-42a | 2-43a | 2-44a | 2-44b | 2-45a | 2-45b | 2-47a |  |
| Piece (lesson) 1     |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Piece (lesson) 2     |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Piece (lesson) 3     |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Piece (lesson) 4     |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Piece (lesson) 5     |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Piece (lesson) 6     |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
|                      | Health and Wellbeing Second Level Experiences and Outcomes HWB 2-48a- 2-51a   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
|                      | 2-48a   | 2-49a | 2-50a | 2-51a |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| 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 expand e-safety TCH 2-03a within Celebrating Difference Pieces (lessons) 3 and 4. There are also links to Citizenship throughout this unit and therefore Social Studies Experiences and Outcomes are also relevant (see Table B) |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|                        | Health and Wellbeing Second Level Experiences and Outcomes HWB 2-01a – HWB 2-24a  |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|                        | 2-01a   | 2-02a | 2-03a | 2-04a | 2-05a | 2-06a | 2-07a | 2-08a | 2-09a | 2-10a | 2-11a | 2-12a | 2-13a | 2-14a | 2-15a | 2-16a | 2-17a | 2-18a | 2-19a | 2-20a | 2-22a | 2-23a | 2-24a |
| Piece (lesson) 1       | ●   | ●     |       |       | ●     | ●     | ●     |       |       | ●     |       |       | ●     | ●     |       |       |       |       |       |       |       |       |       |
| Piece (lesson) 2       | ●   | ●     |       | ●     | ●     | ●     | ●     | ●     | ●     | ●     | ●     |       | ●     | ●     |       |       |       |       |       |       |       |       |       |
| Piece (lesson) 3       | ●   | ●     | ●     | ●     | ●     | ●     | ●     | ●     | ●     | ●     | ●     |       | ●     | ●     |       | ●     | ●     |       |       |       | ●     |       |       |
| Piece (lesson) 4       | ●   | ●     | ●     | ●     | ●     | ●     | ●     | ●     | ●     | ●     | ●     |       | ●     | ●     |       | ●     | ●     |       | ●     |       | ●     |       |       |
| Piece (lesson) 5       | ●   | ●     |       |       |       | ●     | ●     |       | ●     |       |       |       | ●     | ●     |       |       |       |       | ●     | ●     |       |       |       |
| Piece (lesson) 6       | ●   | ●     |       |       |       | ●     | ●     |       |       | ●     |       |       | ●     | ●     |       |       |       |       | ●     |       | ●     | ●     | ●     |
|                        | Health and Wellbeing Second Level Experiences and Outcomes HWB 2-25a- 2-47a   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|                        | 2-25a   | 2-26a | 2-27a | 2-28a | 2-29a | 2-30a | 2-32a | 2-33a | 2-34a | 2-35a | 2-36a | 2-37a | 2-38a | 2-39a | 2-40a | 2-41a | 2-42a | 2-43a | 2-44a | 2-44b | 2-45a | 2-45b | 2-47a |
| Piece (lesson) 1       |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Piece (lesson) 2       |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       | ●     |       |       |       |
| Piece (lesson) 3       |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       | ●     | ●     | ●     | ●     |       |
| Piece (lesson) 4       |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       | ●     |       | ●     | ●     | ●     | ●     |       |
| Piece (lesson) 5       |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Piece (lesson) 6       |   |       |       |       |       |       |       |       | ●     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|                        | Health and Wellbeing Second Level Experiences and Outcomes HWB 2-48a- 2-51a   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|                        | 2-48a   | 2-49a | 2-50a | 2-51a |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Piece (lesson) 1       |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Piece (lesson) 2       |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Piece (lesson) 3       |   | ●     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Piece (lesson) 4       |   | ●     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Piece (lesson) 5       |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Piece (lesson) 6       |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |



|                  |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
|------------------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|
| 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, handling, preparation and tasting HWB 2-29a, TCH 2-04a, TCH 2-04c, TCH 2-04d. Additional lessons to support HWB 2-25a (Participation in physical activity) and human anatomy SCN 2-12a could also be included. Food labelling HWB 2-36a could be included in Piece (lesson) 4. |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
|                  | Health and Wellbeing Second Level Experiences and Outcomes HWB 2-01a – HWB 2-24a  |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
|                  | 2-01a   | 2-02a | 2-03a | 2-04a | 2-05a | 2-06a | 2-07a | 2-08a | 2-09a | 2-10a | 2-11a | 2-12a | 2-13a | 2-14a | 2-15a | 2-16a | 2-17a | 2-18a | 2-19a | 2-20a | 2-22a | 2-23a | 2-24a |  |
| Piece (lesson) 1 | ●   | ●     | ●     |       |       | ●     | ●     |       |       |       | ●     |       | ●     | ●     | ●     | ●     | ●     |       | ●     |       |       |       |       |  |
| Piece (lesson) 2 | ●   | ●     | ●     | ●     |       | ●     | ●     |       |       |       | ●     |       | ●     | ●     | ●     | ●     | ●     |       | ●     |       |       |       |       |  |
| Piece (lesson) 3 | ●   | ●     | ●     |       |       | ●     | ●     |       |       |       |       |       | ●     | ●     |       | ●     | ●     | ●     | ●     |       |       |       |       |  |
| Piece (lesson) 4 | ●   | ●     | ●     | ●     |       | ●     | ●     |       |       |       | ●     |       | ●     | ●     | ●     |       |       |       | ●     |       |       |       |       |  |
| Piece (lesson) 5 | ●   | ●     | ●     | ●     |       | ●     | ●     |       |       |       | ●     |       | ●     | ●     | ●     | ●     | ●     |       | ●     |       |       |       |       |  |
| Piece (lesson) 6 | ●   | ●     |       |       |       | ●     | ●     |       |       |       | ●     |       | ●     | ●     | ●     |       |       |       |       |       | ●     |       |       |  |
|                  | Health and Wellbeing Second Level Experiences and Outcomes HWB 2-25a- 2-47a   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
|                  | 2-25a   | 2-26a | 2-27a | 2-28a | 2-29a | 2-30a | 2-32a | 2-33a | 2-34a | 2-35a | 2-36a | 2-37a | 2-38a | 2-39a | 2-40a | 2-41a | 2-42a | 2-43a | 2-44a | 2-44b | 2-45a | 2-45b | 2-47a |  |
| Piece (lesson) 1 |   |       |       |       |       |       |       |       |       |       |       |       | ●     | ●     |       | ●     |       | ●     |       |       |       |       |       |  |
| Piece (lesson) 2 |   |       |       |       |       |       |       |       |       |       |       |       | ●     | ●     | ●     | ●     | ●     | ●     |       |       |       |       |       |  |
| Piece (lesson) 3 |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       | ●     | ●     |       |       |       |       |       |       |  |
| Piece (lesson) 4 |   |       |       |       |       |       |       |       |       |       |       | ●     |       | ●     |       |       |       |       |       |       |       |       | ●     |  |
| Piece (lesson) 5 |   |       |       | ●     | ●     | ●     | ●     |       |       |       |       | ●     |       | ●     |       |       |       |       |       |       |       |       | ●     |  |
| Piece (lesson) 6 | ●   | ●     | ●     | ●     | ●     | ●     | ●     | ●     |       |       |       |       | ●     | ●     | ●     | ●     |       |       |       | ●     |       |       |       |  |
|                  | Health and Wellbeing Second Level Experiences and Outcomes HWB 2-48a- 2-51a   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
|                  | 2-48a   | 2-49a | 2-50a | 2-51a |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| 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 5**

[illegible]



| DREAMS AND GOALS | NOTE: Teachers can use the End of Puzzle Outcome for Dreams and Goals to include further enterprise activity SOC 2-22a, budgeting skills, SOC 2-21a, MNU 2-09a, MNU 2-09b, MNU 2-09c (Numeracy skills). |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |            |            |            |            |            |
|------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|
|                  | SOC 2-08a   | SOC 2-16a | SOC 2-16b | SOC 2-16c | SOC 2-17a | SOC 2-18a | SOC 2-19a | SOC 2-20a | SOC 2-21a | SOC 2-22a | TCH 2-03a | TCH 2-04a | TCH 2-04c | TCH 2-04d | TCH 2-07a | LIT 2-02a | LIT 2-04a | LIT 2-07a  | LIT 2-09a  | LIT 2-10a  |            |            |
| Piece (lesson) 1 |   |           |           |           |           |           |           |           |           |           |           |           |           |           |           | ●         | ●         | ●          | ●          | ●          |            |            |
| Piece (lesson) 2 |   | ●         |           |           |           |           |           |           | ●         |           |           |           |           |           |           | ●         |           |            | ●          | ●          |            |            |
| Piece (lesson) 3 |   | ●         |           |           |           |           |           |           |           |           |           |           |           |           |           | ●         | ●         | ●          | ●          | ●          |            |            |
| Piece (lesson) 4 |   |           |           | ●         |           |           | ●         | ●         |           |           |           |           |           |           |           | ●         | ●         | ●          | ●          | ●          |            |            |
| Piece (lesson) 5 |   |           |           |           | ●         |           | ●         | ●         | ●         |           |           |           |           |           |           | ●         | ●         | ●          | ●          | ●          |            |            |
| Piece (lesson) 6 |   |           |           |           | ●         |           | ●         | ●         | ●         |           |           |           |           |           |           | ●         | ●         | ●          | ●          | ●          |            |            |
|                  | MNU 2-09a   | MNU 2-09b | MNU 2-09c | SCN 2-12a | EXA 2-01a | EXA 2-13a | EXA 2-14a | EXA 2-15a | EXA 2-18a | RME 2-02b | RME 2-05b | RME 2-07a | RME 2-08a | RME 2-09a | RME 2-09b | RME 2-09c | RME 2-09d | RERC 2-01a | RERC 2-02a | RERC 2-22a | RERC 2-23a | RERC 2-24a |
| Piece (lesson) 1 |   |           |           |           |           |           |           |           | ●         |           |           |           |           |           |           |           |           |            |            |            |            |            |
| Piece (lesson) 2 |   |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |            |            |            |            |            |
| Piece (lesson) 3 |   |           |           |           |           |           |           |           | ●         |           |           |           |           |           |           |           |           |            |            |            |            |            |
| Piece (lesson) 4 |   |           |           |           |           |           |           |           |           | ●         | ●         | ●         |           |           |           | ●         |           |            |            |            |            | ●          |
| Piece (lesson) 5 | ●   | ●         | ●         |           |           |           |           |           |           | ●         | ●         | ●         | ●         |           | ●         | ●         | ●         | ●          | ●          |            | ●          | ●          |
| Piece (lesson) 6 | ●   | ●         | ●         |           |           |           |           |           | ●         | ●         | ●         | ●         | ●         |           | ●         | ●         | ●         | ●          | ●          |            | ●          | ●          |

|                  |   |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |            |            |            |            |            |
|------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|
| 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, handling, preparation and tasting HWB 2-29a, TCH 2-04a, TCH 2-04c, TCH 2-04d. Additional lessons to support HWB 2-25a (Participation in physical activity) and human anatomy SCN 2-12a could also be included. Food labelling HWB 2-2-36a could be included in Piece (lesson) 4. |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |            |            |            |            |            |
|                  | SOC 2-08a   | SOC 2-16a | SOC 2-16b | SOC 2-16c | SOC 2-17a | SOC 2-18a | SOC 2-19a | SOC 2-20a | SOC 2-21a | SOC 2-22a | TCH 2-03a | TCH 2-04a | TCH 2-04c | TCH 2-04d | TCH 2-07a | LIT 2-02a | LIT 2-04a | LIT 2-07a  | LIT 2-09a  | LIT 2-10a  |            |            |
| Piece (lesson) 1 |   |           |           |           |           |           |           |           |           |           |           |           |           |           |           | ●         |           |            | ●          | ●          |            |            |
| Piece (lesson) 2 |   |           |           |           |           |           |           |           |           |           |           |           |           |           |           | ●         | ●         | ●          | ●          | ●          |            |            |
| Piece (lesson) 3 |   |           |           |           |           |           |           |           |           |           |           |           |           |           |           | ●         |           |            | ●          | ●          |            |            |
| Piece (lesson) 4 |   |           |           |           |           |           |           |           |           |           |           |           |           |           |           | ●         | ●         | ●          | ●          | ●          |            |            |
| Piece (lesson) 5 |   |           |           |           |           |           |           |           |           |           |           |           |           |           |           | ●         |           |            | ●          | ●          |            |            |
| Piece (lesson) 6 |   |           |           |           |           |           |           |           |           |           |           |           |           |           |           | ●         |           |            | ●          | ●          |            |            |
|                  | MNU 2-09a   | MNU 2-09b | MNU 2-09c | SCN 2-12a | EXA 2-01a | EXA 2-13a | EXA 2-14a | EXA 2-15a | EXA 2-18a | RME 2-02b | RME 2-05b | RME 2-07a | RME 2-08a | RME 2-09a | RME 2-09b | RME 2-09c | RME 2-09d | RERC 2-01a | RERC 2-02a | RERC 2-22a | RERC 2-23a | RERC 2-24a |
| 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 5 materials and the associated Curriculum For Excellence Benchmarks**

| <p><b>Where the assessments can be found in Primary 5 Jigsaw materials</b></p> <p>Note: There is no assessment opportunity in Being Me In My World</p> | <p><b>Related Curriculum For Excellence Benchmarks</b></p>   |
|--|--|
| <p>Celebrating Difference Piece (lesson) 4</p>   | <p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> <li>• Identifies different kinds of friendships and relationships.(HWB 2-44a)</li> <li>• Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.(HWB 2-45a)</li> <li>• Explains the impact of positive relationships on emotional wellbeing.(HWB 2-45a)</li> <li>• Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. (HWB 2-49a)</li> <li>• Explains own rights and responsibilities in relation to abuse.(HWB 2-49a)</li> </ul> <p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> <li>• Contributes to an inclusive ethos, showing mutual respect in practice and performance environments.(HWB 2-22a, 23a, 24a)</li> <li>• 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)</li> <li>• Enhances individual and group enjoyment of physical activity through fair play. .(HWB 2-22a, 23a, 24a)</li> <li>• 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)</li> <li>• 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)</li> </ul> |
| <p>Dreams and Goals Piece (lesson) 4</p>   | <p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>• Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country. (SOC 2-19a)</li> <li>• Describes the basic needs of human beings. (SOC 2-19a)</li> <li>• Draws valid conclusions as to why some countries can meet these needs better than others.(SOC 2-20a)</li> </ul>  |
| <p>Healthy Me Piece (lesson) 5</p>   | <p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> <li>• Explains the interrelationship of daily physical activity, diet, rest and sleep on health and wellbeing. (HWB 2-27a,28a)</li> <li>• Identifies positive things about own body image and appearance (HWB 2-47a)</li> </ul>   |

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|--------------------------------|--|
|                                | <p><u>Food and Health</u></p> <ul style="list-style-type: none"> <li>• Explains the proportions each food group should contribute to a healthy eating plan. (HWB2-30a)</li> <li>• Identifies and classifies composite dishes according to the food groups, for example, lasagne, chicken stir fry. (HWB2-30a)</li> <li>• Outlines at least three current healthy eating messages, for example, lowering salt and sugar intake. (HWB2-30a)</li> <li>• 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)</li> <li>• Identifies simple changes or improvements to own diet. (HWB 2-30a)</li> <li>• Explains the importance of keeping hydrated. (HWB 2-30a)</li> <li>• Recognises that all food and drink provides different levels of nutrients. Lists the five nutrient groups. (HWB 2-32a)</li> <li>• 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)</li> <li>• Explains at least three nutritional requirements at different stages of life, for example energy, protein, calcium. (HWB 2-32a)</li> <li>• Suggests why people might avoid certain foods, for example, religion, culture, allergies, medical reasons. (HWB 2-32a)</li> </ul> |
| Relationships Piece (lesson) 6 | <p><u>Technologies</u></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the content they should include in an online profile. (TCH 2-03a)</li> <li>• Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions. (TCH 2-03a)</li> <li>• Identifies appropriate ways to report concerns. (TCH 2-03a)</li> <li>• Uses strong passwords. (TCH 2-03a)</li> <li>• 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)</li> </ul> <p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> <li>• Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. (HWB 2-49a)</li> <li>• Explains own rights and responsibilities in relation to abuse. (HWB 2-49a)</li> <li>• Describes the concept of consent. (HWB 2-49a)</li> </ul>   |
| Changing Me Piece (lesson 3)   | <p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> <li>• Identifies positive things about own body image and appearance. (HWB 2-47a)</li> </ul>  |



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|  | <ul style="list-style-type: none"><li>• Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out. (HWB 2-47a)</li><li>• Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris. (HWB 2-48a)</li><li>• Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. (HWB 2-48a)</li><li>• Demonstrates an understanding of diversity in sexuality and gender identity. (HWB 2-48a)</li><li>• Describes ways of keeping hygienic during puberty. (HWB 2-48a)</li></ul> |
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