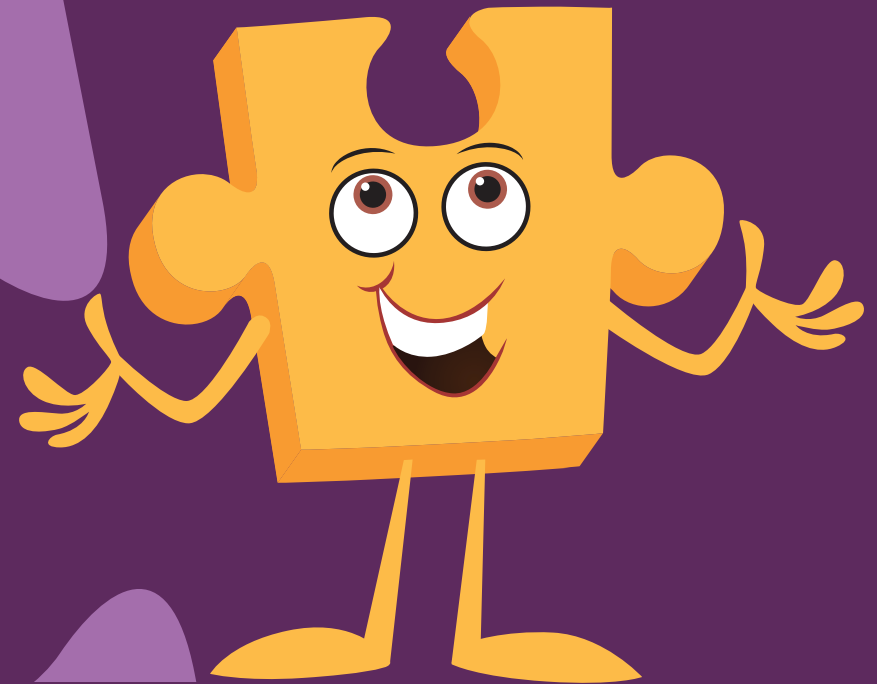




Curriculum for Excellence and Jigsaw Scotland

Curriculum Map for Primary 7 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 7

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 7 children.**

Table B highlights the main cross-curricular links within each Primary 7 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 7 materials, and maps these against any relevant Health and Wellbeing benchmarks.**

To aid teachers' understanding of how Primary 7 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 7

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																								
	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) 4,5 and 6. 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.																							
	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 7

	Cross Curricular Links to Social Studies, Technologies, Science, Numeracy and Maths, Literacy and English, Expressive Arts, RME and Religious Education (Catholic Schools)																						
BEING ME IN MY WORLD																							
	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										●	●		●			●	●	●	●		●		

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.																					
	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 7 materials and the associated Curriculum For Excellence Benchmarks

<p>Where the assessments can be found in Primary 7 Jigsaw materials</p> <p>Note: There is an additional assessment opportunity in Being Me In My World compared to other year groups</p>	<p>Related Curriculum For Excellence Benchmarks</p>
<p>Being Me In My World Piece (lesson) 6</p>	<p><u>Personal Social Education</u></p> <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) <p><u>Physical Education (Personal Qualities)</u></p> <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)
<p>Celebrating Difference Piece (lesson) 6</p>	<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)

	<ul style="list-style-type: none"> • 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)

	<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) 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	<p><u>Personal Social Education</u></p> <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)