



# Curriculum for Wales

**AREA OF LEARNING AND EXPERIENCE:  
Health and Well-being**

**Jigsaw Health and Well-being Curriculum  
coverage document**

## **Jigsaw, the mindful approach to Health and Wellbeing:**

Jigsaw 3-11 is an integrated scheme of learning, for personal, social and health education, with particular emphasis on emotional literacy, mental health, social, moral, cultural and spiritual development.

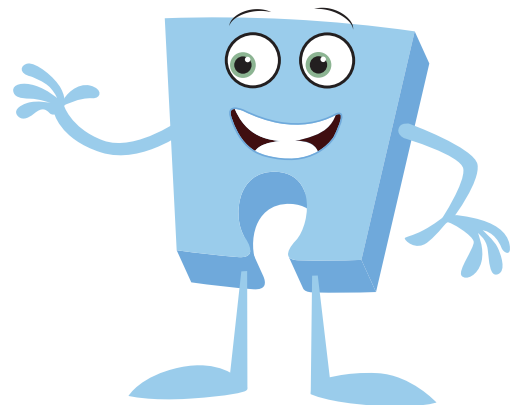
Jigsaw provides teachers with detailed, weekly lesson plans and all the resources needed to deliver an engaging and relevant, spiral Health and Wellbeing curriculum.

The expectations set out in the Health and Wellbeing AoLE are comprehensively covered through Jigsaw's spiral curriculum, ensuring that pupils have every chance to become ethical, informed citizens of Wales and the world.

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

***Jigsaw addresses the needs of children today.***

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



## What's in Jigsaw 3 – 11?

### The full Set includes:

- 288 Lesson Plans complete with resources
- PowerPoint® presentations, images, interactive games and activities needed to teach the lessons
- Time-saving Teacher Preparation Pages (allowing teachers to quickly identify key aspects for each unit of work)
- A Jigsaw Friend, Jigsaw Jerrie Cat Friend and a Jigsaw Chime for each year group (extras are available for additional classrooms)
- Launch Assemblies (with original songs; sheet music, MP3 music tracks and PowerPoint slides with embedded content)
- Free ongoing mentor support and access to additional materials in the password-protected Jigsaw Community Area (including training materials, mapping documents, materials for parental communication and additional/optional teaching resources).





## **How Jigsaw, the mindful approach to Health and Wellbeing contributes to the four purposes:**

Welsh Curriculum 2022 guidance states that the four purposes should be the starting point and aspiration for schools' curriculum design. Ultimately, the aim of a school's curriculum is to support its learners to become:

1. ambitious, capable learners, ready to learn throughout their lives
2. enterprising, creative contributors, ready to play a full part in life and work
3. ethical, informed citizens of Wales and the world
4. healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

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

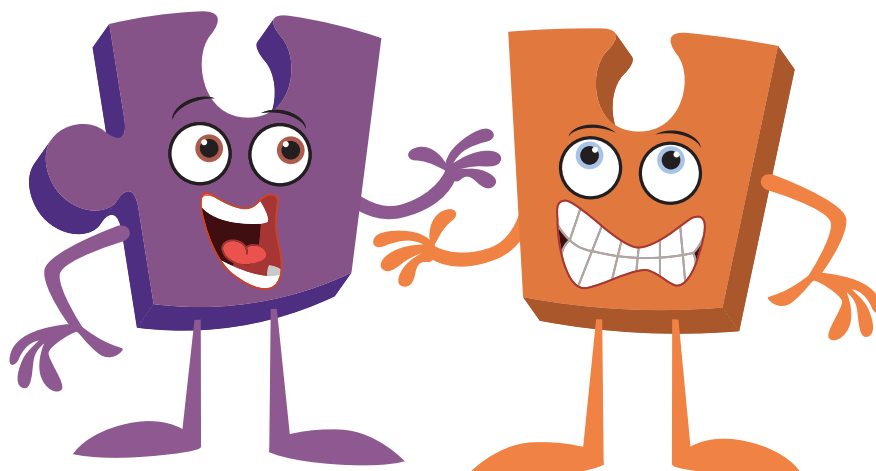
## **How does the Jigsaw Programme support the four purposes?**

1. Throughout Jigsaw, children are given the skills to be ready to learn, no matter what is going on in the world around them or inside their own heads. The mindfulness aspects which are embedded within Jigsaw, especially within the "Calm Me" section of each lesson where children are allowed time to stop, breathe, and experience in silence and peace. They identify their own thoughts and feelings without judgement which supports them in proactively managing their emotions thus allowing them to choose their responses and regulate their own behaviour. This in turn allows them to recognise that their thoughts and feelings do not have to impact adversely on their learning in school at any given time, but they can have control over these to help their learning.

Throughout Jigsaw, children are taught to recognise their own self-worth and capabilities and willingness to learn. This is especially true within the Puzzle (6-week unit) entitled "Dreams & Goals" which encourages the children to be aspirational, resilient in the face of disappointment and to break goals down into manageable steps so that they can enjoy success. They can work independently as well as collaboratively and learn group-management skills in order to embed those skills and attributes that they will need to carry these experiences into their secondary and adult working lives. The built-in praise and reward system, as well as specific work on growth mindset and resilience enables children to experience success and learn from challenges.

2. Creativity and pupil voice are encouraged throughout Jigsaw. Jigsaw Friends (soft toy teaching aids) are instrumental in supporting children to share their views and opinions (if they want to) and to developing listening skills. Enterprise is specifically experienced in the "Dreams & Goals" Puzzle as children look at the life of work and money, and possible careers. They look outwards to what they would like to do and be, and inwards to look at who they are and want to become. Throughout the programme they consolidate their ability to work with others and resolve conflict, for example using the 'Solve it together' technique. Children learn to recognise that we do not always work with people who are our chosen friends or in the situations we might choose, but that all differences should be celebrated as they can encourage creativity within a group. Children are encouraged to set goals which can also include raising money for their school or a charity, so that they can learn how their work can achieve wider objectives than academic success alone. Personal qualities and uniqueness are valued.

3. Throughout Jigsaw, and specifically in the Celebrating Difference Puzzle, children are given many opportunities to explore similarity and difference, becoming aware of a variety of different cultures and lifestyle situations of other children both within the UK (which could be specifically tailored by the teacher to reflect the local situation) and the wider world. Older children consider sponsoring a child in a developing country and consider how national and global issues affect children the world over, specifically focussing on the United Nations' Convention on the Rights of the Child (UNCRC). Children understand that it is not only money which brings happiness. In looking at developing countries they see that they can achieve happiness through more intrinsic rewards, but they also understand that without certain necessities, life is more difficult and they learn to appreciate the value of what they have such as education, family etc. Children look at how difference can be a source of celebration or conflict and explore issues of equality and social justice, having opportunities to discuss issues of concern to them e.g. climate change and homelessness. They develop empathy with those who are different to them and start to grow their belief in their own agency.
  
4. Health is specifically considered in the "Healthy Me" Puzzle which not only gives children factual information about smoking, drugs, medicines, safety, first aid etc, but also teaches them about the dangers of peer pressure and how to resist it. Within these units, the older children also learn about the need to safeguard their mental health and how to cope with anxiety. We believe healthy, positive relationships underpin wellbeing. The Relationships Puzzle in Jigsaw nurtures relationship skills e.g. negotiation and communication, as well as helping to safeguard children by helping them understand issues of trust, friendship and their own identity and sense of belonging. All the Jigsaw Puzzles help children to examine and further reinforce their own self-esteem both from within themselves, but also by asking others to support them and by learning how to accept compliments. We truly believe that with Jigsaw, children are being taught the mental, emotional and spiritual skills to allow them to flourish in society and to lead lives that will both be fulfilling for them but also of benefit to their communities and the wider world. The fact that children are given a safe space to speak and reflect will also help their confidence in speaking and listening in other aspects of school and adult life. This is evident in the comments from the children and teachers alike.





## How Jigsaw covers the health and well-being area of learning

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

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

Jigsaw Health and Well-being is an integrated scheme of learning, for personal, social and health education, with particular emphasis on emotional literacy, mental health, social, moral, cultural and spiritual development.

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

The expectations set out in the Health and Wellbeing AoLE are comprehensively covered through Jigsaw's spiral curriculum, ensuring that pupils have every chance to become ethical, informed citizens of Wales and the world.

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

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

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

## Jigsaw and Mindfulness

The 'what matters' section of the Health and Well-being Area of Learning has the following heading:

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

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

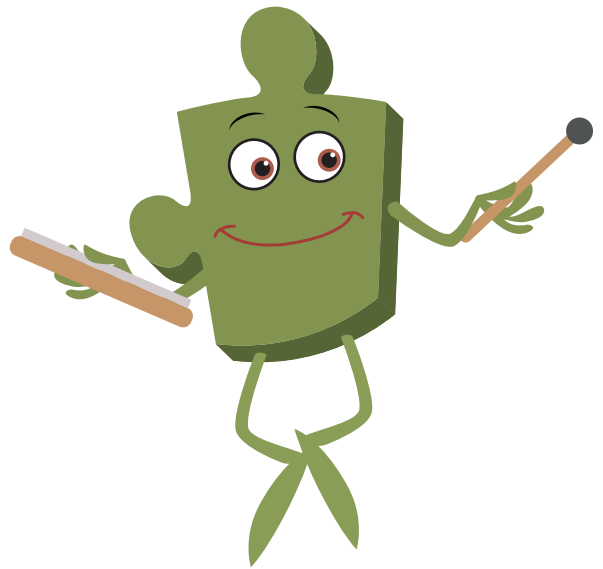
How would children and their learning benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement?

This is what mindfulness means:

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

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

Thoughts and feelings motivate and determine actions/ responses/behaviours. If we are caught up in thoughts and feelings and are not aware of them as they happen, the responses that follow may not be under our control, and may not be in our best interest or appropriate in the situation. If a child can be aware of their thoughts and feelings as they arise and have been taught and practised how to use interventions e.g. breathing (Calm Me) techniques, they can choose to regulate/ manage their thoughts and feelings by using these interventions. They can effectively press the 'pause' button and consider whether to allow that chain of thoughts to continue or to change its direction, thus potentially choosing the response, action/ behaviour that will be motivated by it. If thoughts and feelings are left unchecked they lead to responses/actions/behaviours (e.g. fight/ flight/freeze responses), and some of these may not be conducive to learning either for the child or their classmates. If I can see my thoughts as they arise and intervene, I can press the 'pause' button and consider my response.



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

This is empowering for children and for them as adults.

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

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

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





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

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



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

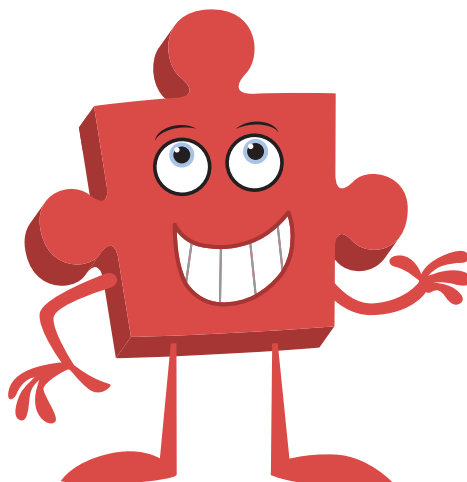
Progression step 1 = Jigsaw ages 3 - 5	Progression step 2 = Jigsaw ages 5 - 8	Progression step 3 = Jigsaw ages 8 - 11
<p>I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this. I am beginning to have an awareness that thoughts and feelings change,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





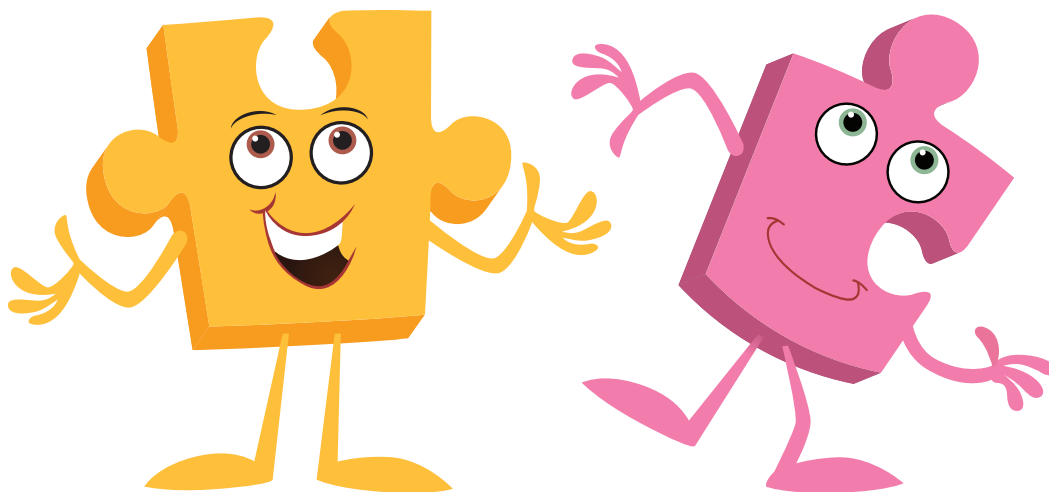
**Our decision-making impacts on the quality of our lives and the lives of others:** covered in Being Me in My World, Celebrating Differences, Dreams & Goals, Healthy Me and Relationships Jigsaw units.

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



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

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





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

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