

Being Me in My World

Puzzle Overview – Year 5

Puzzle 1 Being Me in My World	Puzzle Outcome Help me fit together the pieces of learning about Being Me in My World to create the Learning Charter		Resilience Framework (Resilient Ralph Links)
Pieces			
1. My Year Ahead	I can face new challenges positively and know how to set personal goals. I know how to use me Jigsaw Journal.	I know what I value most about my school and can identify my hopes for this school year.	Ralph to be part of the learning charter Basic section of Resilience framework; <ul style="list-style-type: none"> • Being safe (safe and secure environment) • Being free from prejudice and discrimination
2. Being Me in Britain	I understand my rights and responsibilities as a British citizen.	I can empathise with people in this country whose lives are different to my own.	Belonging section of Resilience Framework includes; <ul style="list-style-type: none"> • Find somewhere to belong (being part of their class/class charter) • Understand each child has a place in the world
3. Year 5 Responsibilities	I understand my rights and responsibilities as a British citizen and a member of my school..	I can empathise with people in this country whose lives are different to my own.	<ul style="list-style-type: none"> • Rights and responsibilities (class jobs and expectations) • Predict a good experience of someone or something new (new class, new targets, new beginnings etc).
4. Rewards and Consequences	I can make choices about my own behaviour because I understand how rewards and consequences feel.	I understand that my actions affect me and others.	Learning section of Resilience framework: <ul style="list-style-type: none"> • Develop life skills • Map out career or life plan (what does the school year look like for you?) • Help the child to organise themselves. Coping section of Resilience Framework: <ul style="list-style-type: none"> • Understanding boundaries and keeping withing them to instil a sense of hope (accept consequence for rule breaking, accept and move on).
5. Our Learning Charter	I understand how individual’s behaviour can impact on a group.	I can contribute to the group and understand how we can function best as a whole.	Core Self section of the Resilience Framework: <ul style="list-style-type: none"> • Support the child to understand others people’s feelings. • Help the child take responsibility for themselves.
6. Owing our Learning Character	I understand how democracy and having a voice benefits the school community and know how to participate in this.	I understand why our school community benefits from a Learning Charter and can help others to follow it.	Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> • Accepting • Conserving Commitment
Adaptations	All lessons are covered in Investors in Pupils.		

Celebrating Differences

Puzzle Overview – Year 5

Puzzle 2 Celebrating Differences	Puzzle Outcome Help me fit together the pieces of learning about Celebrating Differences to create a Hall of Fame display		Resilience Framework (Resilient Ralph Links)
Pieces			
1. Different Cultures	I understand that cultural differences sometimes cause conflict.	I am aware of my own culture.	<p>Basic section of Resilience framework;</p> <ul style="list-style-type: none"> Being safe (safe to express their individuality) Being free from prejudice and discrimination <p>Belonging section of Resilience Framework includes;</p> <ul style="list-style-type: none"> Find somewhere to belong (being part of their class) Understand each child has a place in the world Keep relationships going The healthier relationships the better Focus on good times and places Predict a good experience of someone or something new Make friends and mix with other children
2. Racism	I understand what racism is.	I am aware of my attitude towards people from different races.	
3. Rumours and name-calling	I understand how rumour-spreading and name-calling can be bullying behaviours.	I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one.	<p>Learning section of Resilience framework:</p> <ul style="list-style-type: none"> Develop life skills Make school life work as well as possible <p>Coping section of Resilience Framework:</p> <ul style="list-style-type: none"> Understanding boundaries and keeping within them to instil a sense of hope (accept consequence for rule breaking, accept and move on). Being brave (speak to adults about issues affecting mental health and attainment). Calming down and self-soothing Lean on others when necessary Have a laugh Solving problems (overcome adversities and challenges).
4. Types of bullying	I can explain the difference between direct and indirect types of bullying.	I know some ways to encourage children who use bullying behaviour to make other choices and know how to support children who are being bullied.	
5. Does money matter?	I can compare my life with people in the developing world.	I can appreciate the value of happiness regardless of material wealth.	<p>Core Self section of the Resilience Framework:</p> <ul style="list-style-type: none"> Support the child to understand other people's feelings. Help the child know themselves Help the child take responsibility for themselves.
6. Celebrating differences across the world	I can enjoy the experiences of a culture other than my own.	I respect my own and other people's cultures.	<p>Noble Truths section of the Resilience Framework:</p> <ul style="list-style-type: none"> Accepting (accepting differences and respecting people for who they are) Conserving (control extreme emotions e.g. anger, rage, frustration in response to bullying) <p>Commitment (to yourself and friends)</p>
Adaptations	Lesson 1 – covered through Geography & R.E Lesson 5 – covered through visit (Job Junction) Lesson 6 – keep lesson but teaching within Geography (exploring cultures)		

Dreams and Goals

Puzzle Overview – Year 5

Puzzle 3 Dreams and Goals	Puzzle Outcome Help me fit together the pieces of learning about my Dreams and Goals to create Our Garden of Dreams and Goals		Resilience Framework (Resilient Ralph Links)
Pieces			
1. When I Grow up (My Dream Lifestyle)	I understand that I will need money to help me achieve some of my dreams.	I can identify what I would like my life to be like when I grow up.	<p>Basic section of Resilience framework;</p> <ul style="list-style-type: none"> • Good enough housing (future aspirations) • Enough money to live (future aspiration – ultimate goal is to achieve education and work) • Enough sleep (emphasis the importance of sleep in order to concentrate and be successful) • Being safe (safe to express their individuality) • Being free from prejudice and discrimination <p>Belonging section of Resilience Framework includes;</p> <ul style="list-style-type: none"> • Understand each child has a place in the world • Predict a good experience of someone or something new • Good influences (being a good role model, having visitors to influence children’s goals) <p>Learning section of Resilience framework:</p> <ul style="list-style-type: none"> • Develop life skills • Engage mentors for children • Map out career or life plan • Help the child to organise themselves • Highlight achievements <p>Coping section of Resilience Framework:</p> <ul style="list-style-type: none"> • Understanding boundaries and keeping within them to instil a sense of hope (setting high expectations). • Being brave (stepping out of your comfort zone and pushing yourself to achieve). • Solving problems (overcome adversities and challenges). • Fostering their interests • Lean on others when necessary • Have a laugh (remember to enjoy success) • Remember tomorrow is another day (be optimistic about what the future holds) <p>Core Self section of the Resilience Framework:</p> <ul style="list-style-type: none"> • Instil a sense of hope • Foster their talents • Help the child take responsibility for themselves. <p>Noble Truths section of the Resilience Framework:</p> <ul style="list-style-type: none"> • Accepting Commitment (to yourself and friends)
2. Investigate Jobs and Careers	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.	I appreciate the contributions made by people in different jobs.	
3. My Dream Job. Why I want it and the steps to get there.	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.	I appreciate the opportunities that learning, and education are giving me and understand how this will help me to build my future.	
4. Dreams and Goals of Young People in Other Cultures	I can describe the dreams and goals of young people in a culture different to mine.	I can reflect on how these relate to my own.	
5. How We can Support Each Other	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.	I appreciate the similarities and differences in aspirations between myself and young people in a different culture.	
6. Rallying Support	I can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we might do this e.g. through sponsorship.	I understand why I am motivated to make a positive contribution to supporting others.	
Adaptations	Job Junction covers all lessons – are there any lessons that you could condense maybe have 2 or 3 to link in with Job Junction?		

Healthy Me

Puzzle Overview – Year 5

Puzzle 4 Healthy Me	Puzzle Outcome Help me fit together the pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book'		Resilience Framework (Resilient Ralph Links)
Pieces			
1. Smoking	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.	Basic section of Resilience framework; <ul style="list-style-type: none"> • Good enough housing • Enough money to live • Enough sleep • Play and leisure • Healthy diet • Exercise and fresh air • Being safe • Being free from prejudice and discrimination
2. Alcohol	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.	
3. Emergency Aid	I know and can put into practise basic emergency aid procedures (including recover position) and know how to get help in emergency situations.	I know how to keep myself calm in emergencies.	Belonging section of Resilience Framework includes; <ul style="list-style-type: none"> • Responsibilities and obligations Learning section of Resilience framework: <ul style="list-style-type: none"> • Develop life skills • Highlight achievements Coping section of Resilience Framework: <ul style="list-style-type: none"> • Understanding boundaries(expectations of healthy lifestyle and why it is good for our body and mind). • Calming down and self-soothing • Lean on others when necessary (for motivation)
4. Body Image	I understand how the media and celebrity culture promote certain body types.	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.	
5. My Relationship	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.	I can respect and value my body.	Core Self section of the Resilience Framework: <ul style="list-style-type: none"> • Support the child to understand other peoples feelings • Help the child take responsibility for themselves. Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> • Accepting Commitment (to healthy lifestyles and how to avoid illness)
6. Healthy Me	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	I am motivated to keep myself healthy and happy.	
Adaptations	Keep all lessons		

Relationships

Puzzle Overview – Year 5

Puzzle 5 Relationships	Puzzle Outcome Help me fit together the pieces of learning about Relationships to create 'Our Relationship Fiesta'		Resilience Framework (Resilient Ralph Links)
Pieces			
1. Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.	I know how to keep building my own self-esteem.	<p>Basic section of Resilience framework;</p> <ul style="list-style-type: none"> Being free from prejudice and discrimination <p>Belonging section of Resilience Framework includes;</p> <ul style="list-style-type: none"> Keep relationships going The healthier the relationship the better Take what you can from relationships where there is some hope Get together people the children can count on (teachers, Tas, special visitors) Focus on good times and places Make sense of where children have come from (respecting children's backgrounds) Make friends and mix with other children
2. Getting On and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.	I know how to stand up for myself and how to negotiate and compromise.	
3. Girlfriends and Boyfriends	I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.	I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/girlfriend.	<p>Learning section of Resilience framework:</p> <ul style="list-style-type: none"> Develop life skills Engage mentors for children Help the child to organise themselves Make school life work as well as possible <p>Coping section of Resilience Framework:</p> <ul style="list-style-type: none"> Understanding boundaries (social boundaries) Being brave Calming down and self-soothing Solving problems (overcome arguments and disagreements) Fostering their interests Lean on others when necessary Have a laugh Remember tomorrow is another day (be optimistic about what the future holds)
4. Girlfriends and Boyfriends	I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.	I can recognise the feeling of jealousy, where it comes from and how to manage it.	
5. Relationships and Technology	I understand how to stay safe when using technology to communicate with my friends.	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.	<p>Core Self section of the Resilience Framework:</p> <ul style="list-style-type: none"> Instil a sense of hope Support the child to understand other people's feelings Help the child to know themselves Foster their talents Help the child take responsibility for themselves.
6. Relationships and Technology	I can explain how to stay safe when using technology to communicate with my friends.	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.	<p>Noble Truths section of the Resilience Framework:</p> <ul style="list-style-type: none"> Accepting Commitment (to yourself and friends)
Adaptations	Lesson 1 – covered through Job Junction & R.E Lesson 5 & 6 – combine as they are covered in Computing		

Changing Me

Puzzle Overview – Year 5

Puzzle 6 Changing Me	Puzzle Outcome Help me fit together the pieces of learning about Changing Me to Create a Tree of Change display		Resilience Framework (Resilient Ralph Links)
Pieces			
1. Self and Body Image	I am aware of my own self-image and how my body images fits into that.	I know how to develop my own self-esteem.	Basic section of Resilience framework; <ul style="list-style-type: none"> Being free from prejudice and discrimination Being safe (I am in charge of my own body) Healthy diet Exercise and fresh air Enough sleep
2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.	I understand that puberty is a natural process that happens to everybody and that it will be ok for me.	Belonging section of Resilience Framework includes; <ul style="list-style-type: none"> Keep relationships going The healthier the relationship the better Make sense of where children have come from (developmental growth)
3. Puberty for Boys	I can describe how boys' and girls' bodies change during puberty.	I can express how I feel about the changes that will happen to me during puberty.	Learning section of Resilience framework: <ul style="list-style-type: none"> Develop life skills Coping section of Resilience Framework: <ul style="list-style-type: none"> Understanding boundaries (relationship) Lean on others when necessary Have a laugh
4. Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.	I appreciate how amazing it is that human bodies can reproduce in these ways.	Core Self section of the Resilience Framework: <ul style="list-style-type: none"> Support the child to understand other people's feelings Help the child to know themselves Help the child take responsibility for themselves Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> Commitment (to healthy lifestyle) Accepting (accepting each other and ourselves)
5. Looking Ahead	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).	I am confident that I can cope with the changes that growing up will bring.	
6. Looking Ahead to Year 6	I can identify what I am looking forward to when I am in Year 6.	I can start to think about changes I will make when. I am in Year 6 and know how to go about this.	
Adaptations	Science – Animals, including humans units covers the changes humans develop to old age. Lessons 2 & 3 – could they be combined with teaching growth in science too? Lesson 4. Is this covered in Science?		