

# Being Me in My World

Puzzle Overview – Year 6

| Puzzle 1<br>Being Me in My World | Puzzle Outcome<br>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 identify my goals for this year, understand my fears and worries about the future and know how to express them. I know how to use my Jigsaw Journal.                | I feel welcome and valued and know how to make others feel the same.   | <p><b>Ralph to be part of the learning charter</b><br/>Basic section of Resilience framework;</p> <ul style="list-style-type: none"> <li>Being safe (safe and secure environment)</li> <li>Being free from prejudice and discrimination</li> </ul>  |
| 2. Being a Global Citizen 1      | I know that there are universal rights for all children but for many children these rights are not met.   | I understand my own wants and needs and can compare these with children in different communities.                | <p>Belonging section of Resilience Framework includes;</p> <ul style="list-style-type: none"> <li>Find somewhere to belong (being part of their class/class charter)</li> <li>Understand each child has a place in the world</li> <li>Rights and responsibilities (class jobs and expectations)</li> <li>Predict a good experience of someone or something new (new class, new targets, new beginnings etc).</li> </ul> |
| 3. Being a Global Citizen 2      | I understand that my actions affect other people locally and globally.  | I understand my own wants and needs and can compromise these with children in different communities.             | <p>Learning section of Resilience framework:</p> <ul style="list-style-type: none"> <li>Develop life skills</li> <li>Map out career or life plan (what does the school year look like for you?)</li> <li>Help the child to organise themselves.</li> </ul>  |
| 4. The Learning Charter          | I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. | I understand that my actions affect others; I care about other people's feelings and try to empathise with them. | <p>Coping section of Resilience Framework:</p> <ul style="list-style-type: none"> <li>Understanding boundaries and keeping with them to instil a sense of hope (accept consequence for rule breaking, accept and move on).</li> </ul>   |
| 5. Consequences                  | I understand how an individual's behaviour can impact on a group.   | I can contribute to the group and understand how we can function best as a whole.                                | <p>Core Self section of the Resilience Framework:</p> <ul style="list-style-type: none"> <li>Support the child to understand others people's feelings.</li> <li>Help the child take responsibility for themselves.</li> </ul>   |
| 6. Owing our Learning Character  | I understand how democracy and having a voice benefits the school community.  | I understand why our school community benefits from a Learning Charter and can help others to follow it.         | <p>Noble Truths section of the Resilience Framework:</p> <ul style="list-style-type: none"> <li>Accepting</li> <li>Conserving</li> </ul> <p>Commitment</p>  |
| Adaptations                      | All/most covered in Investors in Pupils   |  |   |

# Celebrating Differences

## Puzzle Overview – Year 6

| Puzzle 2<br>Celebrating Differences | Puzzle Outcome<br>Help me fit together the pieces of learning about Celebrating Differences to create a Hall of Fame display |   | Resilience Framework (Resilient Ralph Links)   |
|-------------------------------------|--|---|--|
| Pieces                              |  |   |  |
| <b>1. Am I normal?</b>              | I understand there are different perceptions about what normal means.  | I can empathise with people who are living with disabilities.   | Basic section of Resilience framework; <ul style="list-style-type: none"> <li>Being safe (safe to express their individuality)</li> <li>Being free from prejudice and discrimination</li> </ul>  |
| <b>2. Understanding Disability</b>  | I understand how having a disability could affect someone's life.  | I am aware of my attitude towards people with disabilities.   | Belonging section of Resilience Framework includes; <ul style="list-style-type: none"> <li>Find somewhere to belong (being part of their class)</li> <li>Understand each child has a place in the world</li> <li>Keep relationships going</li> <li>The healthier relationships the better</li> <li>Focus on good times and places</li> <li>Predict a good experience of someone or something new</li> <li>Make friends and mix with other children</li> </ul>                                      |
| <b>3. Power Struggles</b>           | I can explain some of the ways in which one person or a group can have power over another.                                   | I know how it can feel to be excluded or treated badly by being different in some way.  | Learning section of Resilience framework: <ul style="list-style-type: none"> <li>Develop life skills</li> <li>Make school life work as well as possible</li> </ul>   |
| <b>4. Why Bully?</b>                | I can know some of the reasons why people use 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. | Coping section of Resilience Framework: <ul style="list-style-type: none"> <li>Understanding boundaries and keeping within them to instil a sense of hope (accept consequence for rule breaking, accept and move on).</li> <li>Being brave (speak to adults about issues affecting mental health and attainment).</li> <li>Calming down and self-soothing</li> <li>Lean on others when necessary</li> <li>Have a laugh</li> <li>Solving problems (overcome adversities and challenges).</li> </ul> |
| <b>5. Celebrating Difference</b>    | I can give examples of people with disabilities who lead amazing lives.  | I appreciate people for who they are.   | Core Self section of the Resilience Framework: <ul style="list-style-type: none"> <li>Support the child to understand other people's feelings.</li> <li>Help the child know themselves</li> <li>Help the child take responsibility for themselves.</li> </ul>  |
| <b>6. Celebrating Difference</b>    | I can explain ways in which differences can be a source of conflict and cause for celebration.                               | I can show empathy with people in their situation.  | Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> <li>Accepting (accepting differences and respecting people for who they are)</li> <li>Conserving (control extreme emotions e.g. anger, rage, frustration in response to bullying)</li> </ul>  |
| <b>Adaptations</b>                  | Lessons 3 & 4 – covered by James Riley visitor about gangs   |   | Commitment (to yourself and friends)   |

# Dreams and Goals

Puzzle Overview – Year 6

| Puzzle 3<br>Dreams and Goals           | Puzzle Outcome<br>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                                 |   |  |  |
| <b>1. Personal Learning Goals</b>      | I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal). | I understand why it is important to stretch the boundaries of my current learning.   | Basic section of Resilience framework; <ul style="list-style-type: none"> <li>• Good enough housing (future aspirations)</li> <li>• Enough money to live (future aspiration – ultimate goal is to achieve education and work)</li> <li>• Enough sleep (emphasis the importance of sleep in order to concentrate and be successful)</li> <li>• Being safe (safe to express their individuality)</li> <li>• Being free from prejudice and discrimination</li> </ul>  |
| <b>2. Steps to Success</b>             | I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.                 | I can set success criteria so that I will know whether I have reached my goal.   | Belonging section of Resilience Framework includes; <ul style="list-style-type: none"> <li>• Understand each child has a place in the world</li> <li>• Predict a good experience of someone or something new</li> <li>• Good influences (being a good role model, having visitors to influence children’s goals)</li> </ul>  |
| <b>3. My Dream For The World</b>       | I can identify problems in the world that concern me and talk to other people about them.   | I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. | Learning section of Resilience framework: <ul style="list-style-type: none"> <li>• Develop life skills</li> <li>• Engage mentors for children</li> <li>• Map out career or life plan</li> <li>• Help the child to organise themselves</li> <li>• Highlight achievements</li> </ul>   |
| <b>4. Helping to Make a Difference</b> | I can work with people to help make the world a better place.   | I can empathise with people who are suffering or who are living in difficult situations.                                       | Coping section of Resilience Framework: <ul style="list-style-type: none"> <li>• Understanding boundaries and keeping within them to instil a sense of hope (setting high expectations).</li> <li>• Being brave (stepping out of your comfort zone and pushing yourself to achieve).</li> <li>• Solving problems (overcome adversities and challenges).</li> <li>• Fostering their interests</li> <li>• Lean on others when necessary</li> <li>• Have a laugh (remember to enjoy success)</li> <li>• Remember tomorrow is another day (be optimistic about what the future holds)</li> </ul> |
| <b>5. Helping to Make a Difference</b> | I can describe some ways in which I can work with other people to help make the world a better place.                                     | I can identify why I am motivated to do this.  | Core Self section of the Resilience Framework: <ul style="list-style-type: none"> <li>• Instil a sense of hope</li> <li>• Foster their talents</li> <li>• Help the child take responsibility for themselves.</li> </ul>  |
| <b>6. Recognising Our Achievements</b> | I know what some people in my class like or admire about me and can accept their praise.  | I can give praise and compliments to other people when I recognise their contributions and achievements.                       | Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> <li>• Accepting Commitment (to yourself and friends)</li> </ul>   |
| <b>Adaptations</b>                     | Lesson 4 & 5 – can they be combined?  |  |  |

# Healthy Me

Puzzle Overview – Year 6

| Puzzle 4<br>Healthy Me               | Puzzle Outcome<br>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                               |   |   |  |
| <b>1. Food</b>                       | I know about the impact of food on the body, e.g. creating energy, giving comfort and altering mood.  | I am motivated to give my body the best combination of food for my physical and emotional health.         | Basic section of Resilience framework; <ul style="list-style-type: none"> <li>• Good enough housing</li> <li>• Enough money to live</li> <li>• Enough sleep</li> <li>• Play and leisure</li> <li>• Healthy diet</li> <li>• Exercise and fresh air</li> <li>• Being safe</li> <li>• Being free from prejudice and discrimination</li> </ul>   |
| <b>2. Drugs</b>                      | I know about different types of drugs and their effects on the body particularly the liver and heart.   | I am motivated to find ways to be happy and cope with life's situations without using drugs.              | <b>Belonging section of Resilience Framework includes;</b> <ul style="list-style-type: none"> <li>• Responsibilities and obligations</li> </ul>  |
| <b>3. Alcohol</b>                    | I can evaluate when alcohol is being used responsibly, anti-socially or being misused.  | I can tell you how I feel about using alcohol when I am older and my reasons for this.                    | Learning section of Resilience framework: <ul style="list-style-type: none"> <li>• Develop life skills</li> <li>• Highlight achievements</li> </ul>  |
| <b>4. Emergency Aid</b>              | I know and can put into practice basic emergency aid procedure (e.g. the recovery position) and know how to get help in emergency situations. | I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen. | Coping section of Resilience Framework: <ul style="list-style-type: none"> <li>• Understanding boundaries (expectations of healthy lifestyle and why it is good for our body and mind).</li> <li>• Calming down and self-soothing</li> <li>• Lean on others when necessary (for motivation)</li> </ul>   |
| <b>5. Emotions and Mental Health</b> | I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.                           | I know how to help myself feel emotionally healthy and can recognise when I need help with this.          | Core Self section of the Resilience Framework: <ul style="list-style-type: none"> <li>• Support the child to understand other people's feelings</li> <li>• Help the child take responsibility for themselves.</li> </ul> Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> <li>• Accepting</li> </ul> Commitment (to healthy lifestyles and how to avoid illness) |
| <b>6. Managing Stress</b>            | I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse.                   | I am motivated to keep myself healthy and happy.  |  |
| <b>Adaptations</b>                   | Keep all lessons  |   |  |

# Relationships

## Puzzle Overview – Year 6

| Puzzle 5 Relationships                 | Puzzle Outcome<br>Help me fit together the pieces of learning about Relationships to create 'Our Relationship Fiesta'            |   | Resilience Framework (Resilient Ralph Links)  |
|--|--|---|---|
| Pieces                                 |  |   |   |
| <b>1. My Relationship Web</b>          | I can identify the most significant people to be in my life so far.  | I understand how it feels to have people in my life that are special to me.   | Basic section of Resilience framework; <ul style="list-style-type: none"> <li>• Being free from prejudice and discrimination</li> </ul>   |
| <b>2. Love and Loss 1</b>              | I know some of the feelings we can have when someone does or leaves.   | I can use some strategies to manage feelings associated with loss and can help other people to do so.                             | <b>Belonging section of Resilience Framework includes;</b> <ul style="list-style-type: none"> <li>• Keep relationships going</li> <li>• The healthier the relationship the better</li> <li>• Take what you can from relationships where there is some hope</li> <li>• Get together people the children can count on (teachers, Tas, special visitors)</li> <li>• Focus on good times and places</li> <li>• Make sense of where children have come from (respecting children's backgrounds)</li> <li>• Make friends and mix with other children</li> </ul> |
| <b>3. Love and Loss 2</b>              | I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.    | I can recognise when I am feeling those emotions and have strategies to manage them.  | <b>Learning section of Resilience framework:</b> <ul style="list-style-type: none"> <li>• Develop life skills</li> <li>• Engage mentors for children</li> <li>• Help the child to organise themselves</li> <li>• Make school life work as well as possible</li> </ul>   |
| <b>4. Power and Control</b>            | I can recognise when people are trying to gain power or control.   | I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. | <b>Coping section of Resilience Framework:</b> <ul style="list-style-type: none"> <li>• Understanding boundaries (social boundaries)</li> <li>• Being brave</li> <li>• Calming down and self-soothing</li> <li>• Solving problems (overcome arguments and disagreements)</li> <li>• Fostering their interests</li> <li>• Lean on others when necessary</li> <li>• Have a laugh</li> <li>• Remember tomorrow is another day (be optimistic about what the future holds)</li> </ul>   |
| <b>5. Being Safe with Technology 1</b> | I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening. | I can take responsibility for my own safety and well-being.   | <b>Core Self section of the Resilience Framework:</b> <ul style="list-style-type: none"> <li>• Instil a sense of hope</li> <li>• Support the child to understand other people's feelings</li> <li>• Help the child to know themselves</li> <li>• Foster their talents</li> <li>• Help the child take responsibility for themselves.</li> </ul>  |
| <b>6. Being Safe with Technology 2</b> | I can use technology positively and safely to communicate with my friends and family.  | I can take responsibility for my own safety and well-being.   | <b>Noble Truths section of the Resilience Framework:</b> <ul style="list-style-type: none"> <li>• Accepting</li> </ul> <b>Commitment (to yourself and friends)</b>  |
| <b>Adaptations</b>                     | Lessons 3 & 4 – they can be combined (also touched on with James Riley in gangs visit)   |   |   |

# Changing Me

Puzzle Overview – Year 6

| Puzzle 6<br>Changing Me                  | Puzzle Outcome<br>Help me fit together the pieces of learning about Changing Me to Create a Tree of Change display                                    |   | Resilience Framework (Resilient Ralph Links)  |
|--|---|---|---|
| Pieces                                   |   |   |   |
| <b>1. Self and Body Image</b>            | 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"> <li>• Being free from prejudice and discrimination</li> <li>• Being safe (I am in charge of my own body)</li> <li>• Healthy diet</li> <li>• Exercise and fresh air</li> <li>• Enough sleep</li> </ul>   |
| <b>2. Puberty</b>                        | I can explain how a girl's and boy's bodies change during puberty and understand the importance of looking after yourself physically and emotionally. | I can express how I feel about the changes that will happen to me during puberty.   | Belonging section of Resilience Framework includes; <ul style="list-style-type: none"> <li>• Keep relationships going</li> <li>• The healthier the relationship the better</li> <li>• Make sense of where children have come from (developmental growth)</li> </ul> Learning section of Resilience framework: <ul style="list-style-type: none"> <li>• Develop life skills</li> </ul>   |
| <b>3. Girl Talk/Boy Talk</b>             | I can ask the questions I need answered about changes during puberty.   | I can reflect on how I feel about asking the questions and about the answers I receive.                                     | Coping section of Resilience Framework: <ul style="list-style-type: none"> <li>• Understanding boundaries (relationship)</li> <li>• Lean on others when necessary</li> <li>• Have a laugh</li> </ul> Core Self section of the Resilience Framework: <ul style="list-style-type: none"> <li>• Support the child to understand other people's feelings</li> <li>• Help the child to know themselves</li> <li>• Help the child take responsibility for themselves</li> </ul> |
| <b>4. Babies - Conception to Birth</b>   | I can describe how a baby develops from conception through the nine months of pregnancy and how it is born.   | I recognise how I feel when I reflect on the development and birth of a baby.   | Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> <li>• Commitment (to healthy lifestyle)</li> </ul> Accepting (accepting each other and ourselves)  |
| <b>5. Attraction</b>                     | I understand how being physically attracted to someone changes the nature of the relationship.  | I can express how I feel about the growing independence of becoming a teenage and I am confident that I can cope with this. |   |
| <b>6. Transition to Secondary School</b> | I can identify what I am looking forward to and what worries me about the transition to secondary school.   | I know how to prepare myself emotionally for starting secondary school.   |   |
| <b>Adaptations</b>                       | Can you condense any puberty sessions or cover through since?   |   |   |