



Subject Intent: Our PSHE Curriculum has been designed to build social skills, foster emotional intelligence, promote an understanding of mental health and nurture children’s relationships with themselves and others. This carefully sequenced programme of learning focuses on building resilience, confidence and self-esteem. By nurturing the whole self, and encouraging reflection and empathy, our curriculum helps pupils to develop a positive sense of self, to relate to others and respect difference and diversity. Through all of this, our pupils are encouraged to explore the positive contribution they can make to school life and the wider community.

Big Ideas: **Respect, Resilience, Social-Responsibility**

Year 1							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Area of Learning	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Statements from the Jigsaw Scheme of Work	<ul style="list-style-type: none"> I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends’ choices and can express why some choices are better than others. 	<ul style="list-style-type: none"> I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can explain why it is OK to be different from my friends. 	<ul style="list-style-type: none"> I can explain how I played my part in a group and the parts others played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. 	<ul style="list-style-type: none"> I can explain why foods and medicines can be good for my body, comparing my ideas with healthy/unsafe choices. I can compare my own and my friends’ choices and can express how it feels to make healthy and safe choices. 	<ul style="list-style-type: none"> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. 	<ul style="list-style-type: none"> I can use the correct terms to describe penis, testicles, anus, vagina and vulva and explain why they are private. I can explain why some types of touches feel OK and other don’t. I can tell you what I like and don’t like about being a boy/girl and getting older, and recognise that other people might feel differently to me. 	
SMSC and FBV	Moral Development:	Social Development:		Spiritual Development:	Spiritual Development:	British Values:	

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		<ul style="list-style-type: none"> • To show an ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives. • To show an understanding of the consequences of their behaviour and actions. <p>British Values: Democracy, rule of law.</p>	<ul style="list-style-type: none"> • To use a range of social skills in different contexts, for example working and socialising with other people, including those from different religious, ethnic and socio-economic backgrounds. <p>Cultural Development:</p> <ul style="list-style-type: none"> • To show an understanding and appreciation of a range of different cultures in the school and further afield. <p>British Values: Mutual Respect</p>		<ul style="list-style-type: none"> • To show knowledge of, and respect for, different people's faiths, feelings and values. • To show willingness to reflect on their experiences. <p>British Values: Mutual Respect</p>	<ul style="list-style-type: none"> • To show knowledge of, and respect for, different people's faiths, feelings and values. • To show willingness to reflect on their experiences. <p>Social Development:</p> <ul style="list-style-type: none"> • To use a range of social skills in different contexts. <p>British Values: Mutual Respect</p>	<p>Mutual Respect, Individual Liberty</p>
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Year 2							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Area of Learning	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Statements from the Jigsaw Scheme of Work	<ul style="list-style-type: none"> I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class to learn. I can explain why it is important to feel valued. 	<ul style="list-style-type: none"> I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can talk about how being involved with a conflict makes me feel and can offer strategies to help the situation e.g. solve it together or asking for help. 	<ul style="list-style-type: none"> I can explain the different ways that help me learn and what I need to improve. I am confident and positive when I share my success with others. I can explain how those feelings can be stored in my internal reassure chest and why this is important. 	<ul style="list-style-type: none"> I can identify things, people and places that I need to keep safe from. I can give some strategies for keeping myself safe and healthy, including who to go to for help. 	<ul style="list-style-type: none"> I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know. 	<ul style="list-style-type: none"> I can explain how boys' and girls' bodies change from when they were a baby, during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. 	
SMSC and FBV Connections	<p>Moral Development:</p> <ul style="list-style-type: none"> To show an ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives. To show an understanding of 	<p>Social Development:</p> <ul style="list-style-type: none"> To use a range of social skills in different contexts, for example working and socialising with other people, including those from 		<p>Spiritual Development:</p> <ul style="list-style-type: none"> To show knowledge of, and respect for, different people's faiths, feelings and values. To show willingness to 	<p>Spiritual Development:</p> <ul style="list-style-type: none"> To show knowledge of, and respect for, different people's faiths, feelings and values. To show willingness to 	<p>British Values:</p> <p>Mutual Respect, Individual Liberty</p>	

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		<p>the consequences of their behaviour and actions.</p> <p>British Values: Democracy, rule of law.</p>	<p>different religious, ethnic and socio-economic backgrounds.</p> <p>Cultural Development:</p> <ul style="list-style-type: none"> To show an understanding and appreciation of a range of different cultures in the school and further afield. <p>British Values: Mutual Respect</p>		<p>reflect on their experiences.</p> <p>British Values: Mutual Respect</p>	<p>reflect on their experiences.</p> <p>Social Development:</p> <ul style="list-style-type: none"> To use a range of social skills in different contexts. <p>British Values: Mutual Respect</p>	
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Year 3							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Area of Learning	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Statements from the Jigsaw Scheme of Work	<ul style="list-style-type: none"> I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued. 	<ul style="list-style-type: none"> I can talk about a time when my first impression of someone changed as I got to know them. I can explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are. 	<ul style="list-style-type: none"> I can plan and set new goals after a disappointment. I can explain what it means to be resilient and to have a positive attitude. 	<ul style="list-style-type: none"> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. 	<ul style="list-style-type: none"> I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal. 	<ul style="list-style-type: none"> I can summarise what babies need to grow and develop, including love and care. I can explain some of the choices I might make in the future and some of the choices that I have control over. I can offer some suggestions about how I might manage my feelings when changes happen. 	
SMSC and FBV Connections	<p>Moral Development:</p> <ul style="list-style-type: none"> To show an ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives. To show an understanding of the consequences of their behaviour 	<p>Social Development:</p> <ul style="list-style-type: none"> To use a range of social skills in different contexts, for example working and socialising with other people, including those from different religious, ethnic 		<p>Spiritual Development:</p> <ul style="list-style-type: none"> To show knowledge of, and respect for, different people's faiths, feelings and values. To show willingness to reflect on their experiences. 	<p>Spiritual Development:</p> <ul style="list-style-type: none"> To show knowledge of, and respect for, different people's faiths, feelings and values. To show willingness to reflect on their experiences. 	<ul style="list-style-type: none"> British Values: Mutual Respect, Individual Liberty 	

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		<p>and actions.</p> <p>British Values: Democracy, rule of law.</p>	<p>and socio-economic backgrounds.</p> <p>Cultural Development:</p> <ul style="list-style-type: none"> To show an understanding and appreciation of a range of different cultures in the school and further afield. <p>British Values: Mutual Respect</p>		<p>British Values: Mutual Respect</p>	<p>Social Development:</p> <ul style="list-style-type: none"> To use a range of social skills in different contexts. <p>British Values: Mutual Respect</p>	
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Year 4							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Area of Learning	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Statements from the Jigsaw Scheme of Work	<ul style="list-style-type: none"> I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. 	<ul style="list-style-type: none"> I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. 	<ul style="list-style-type: none"> I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. 	<ul style="list-style-type: none"> I can explain different roles that food and substances can play in people's lives. I can explain how people can develop eating problems (disorders) relating to body image pressures. I can explain how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body. 	<ul style="list-style-type: none"> I can compare different types of friendships and the feelings associated with them. I can explain how to stay safe when using technology to communicate with my friends including how to stand up for myself, negotiate and to resist peer pressure. I can manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. 	<ul style="list-style-type: none"> I can explain how boys' and girls' change on the outside during puberty and why looking after myself physically and emotionally is important. I can express how I feel about the changes that will happen to me during puberty and that I accept those changes might happen at different times to my friends. 	
SMSC and FBV Connections	Moral Development: <ul style="list-style-type: none"> To show an ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives. 	Social Development: <ul style="list-style-type: none"> To use a range of social skills in different contexts, for example working and socialising with other 		Spiritual Development: <ul style="list-style-type: none"> To show knowledge of, and respect for, different people's faiths, feelings and values. 	Spiritual Development: <ul style="list-style-type: none"> To show knowledge of, and respect for, different people's faiths, feelings and values. 	<ul style="list-style-type: none"> British Values: Mutual Respect, Individual Liberty 	

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		<ul style="list-style-type: none"> To show an understanding of the consequences of their behaviour and actions. <p>British Values: Democracy, rule of law.</p>	<p>people, including those from different religious, ethnic and socio-economic backgrounds.</p> <p>Cultural Development:</p> <ul style="list-style-type: none"> To show an understanding and appreciation of a range of different cultures in the school and further afield. <p>British Values: Mutual Respect</p>		<ul style="list-style-type: none"> To show willingness to reflect on their experiences. <p>British Values: Mutual Respect</p>	<ul style="list-style-type: none"> To show willingness to reflect on their experiences. <p>Social Development:</p> <ul style="list-style-type: none"> To use a range of social skills in different contexts. <p>British Values: Mutual Respect</p>	
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Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Statements from the Jigsaw Scheme of Work	<ul style="list-style-type: none"> I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make. 	<ul style="list-style-type: none"> I can explain ways in which difference can be a source of conflict or a cause for celebrations. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. 	<ul style="list-style-type: none"> I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place. 	<ul style="list-style-type: none"> I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. 	<ul style="list-style-type: none"> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special. I can explain feelings I might have when I need to stand up for myself and my friends in a real or online situation. I can offer strategies to help me manage my feelings in these situations. 	<ul style="list-style-type: none"> I can explain how boys' and girls' bodies change on the outside and inside during puberty. I know that unfertilized eggs pass out of a female's body as a period. I know where I can go to seek reassurance and that becoming a teenager will involve having more freedom, rights and responsibilities.
SMSC and FBV Connections	Moral Development: <ul style="list-style-type: none"> To show an ability to recognise the difference between right and wrong and to readily apply 	Social Development: <ul style="list-style-type: none"> To use a range of social skills in different contexts, for example working 		Spiritual Development: <ul style="list-style-type: none"> To show knowledge of, and respect for, different people's 	Spiritual Development: <ul style="list-style-type: none"> To show knowledge of, and respect for, different people's 	<ul style="list-style-type: none"> British Values: Mutual Respect, Individual Liberty

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		<p>this understanding in their own lives.</p> <ul style="list-style-type: none"> To show an understanding of the consequences of their behaviour and actions. <p>British Values: Democracy, rule of law.</p>	<p>and socialising with other people, including those from different religious, ethnic and socio-economic backgrounds.</p> <p>Cultural Development:</p> <ul style="list-style-type: none"> To show an understanding and appreciation of a range of different cultures in the school and further afield. <p>British Values: Mutual Respect</p>		<p>faiths, feelings and values.</p> <ul style="list-style-type: none"> To show willingness to reflect on their experiences. <p>British Values: Mutual Respect</p>	<p>faiths, feelings and values.</p> <ul style="list-style-type: none"> To show willingness to reflect on their experiences. To use a range of social skills in different contexts. <p>British Values: Mutual Respect</p>	
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Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Statements from the Jigsaw Scheme of Work	<ul style="list-style-type: none"> I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self-identity. I can explain why it is important that I am a unique individual. I can explain how my self-identity has been influenced by past events and experiences. I can explain and express a level of independence while maintaining positive relationships with others. 	<ul style="list-style-type: none"> I can explain why different forms of positive and negative prejudice and discrimination happen. I can challenge my own and others' attitudes and values and accept difference in others. I can explain how different forms of positive and negative prejudice and discrimination might make people feel. I can offer strategies to support those involved. 	<ul style="list-style-type: none"> I can explain how internal and external factors might affect my own dreams and goals as I get older. I can explain why breaking a dream or a goal into smaller steps is a helpful strategy. I can offer a range of strategies that I could use to overcome obstacles and remain positive. 	<ul style="list-style-type: none"> I can explain how emotions are linked to physical health in a variety of ways. I can explain that emotions can play a part in making healthy/less healthy choices and also that healthy/less healthy choices can impact on emotions. I can explain why it is important to express my feelings and manage them positively to help me make responsible choices. I can offer strategies I could use to do this. 	<ul style="list-style-type: none"> I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour. I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings. 	<ul style="list-style-type: none"> I can explain in more detail the process by which a baby is conceived, how it develops through the nine months of pregnancy and the stages of labour and birth. I can explain why some personal and family changes happen. I can explain ways that I can give emotional support to myself and others during times of personal change.
SMSC and FBV Connections	Moral Development: <ul style="list-style-type: none"> To show an ability to recognise the difference between 	Social Development: <ul style="list-style-type: none"> To use a range of social skills in different 		Spiritual Development: <ul style="list-style-type: none"> To show knowledge of, 	Spiritual Development: <ul style="list-style-type: none"> To show knowledge of, 	British Values: Mutual Respect, Individual Liberty

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		<p>right and wrong and to readily apply this understanding in their own lives.</p> <ul style="list-style-type: none"> To show an understanding of the consequences of their behaviour and actions. <p>British Values: Democracy, rule of law.</p>	<p>contexts, for example working and socialising with other people, including those from different religious, ethnic and socio-economic backgrounds.</p> <p>Cultural Development:</p> <ul style="list-style-type: none"> To show an understanding and appreciation of a range of different cultures in the school and further afield. <p>British Values: Mutual Respect</p>		<p>and respect for, different people's faiths, feelings and values.</p> <ul style="list-style-type: none"> To show willingness to reflect on their experiences. <p>British Values: Mutual Respect</p>	<p>and respect for, different people's faiths, feelings and values.</p> <ul style="list-style-type: none"> To show willingness to reflect on their experiences. <p>Social Development:</p> <ul style="list-style-type: none"> To use a range of social skills in different contexts. <p>British Values: Mutual Respect</p>	
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