

PSHE Curriculum Overview

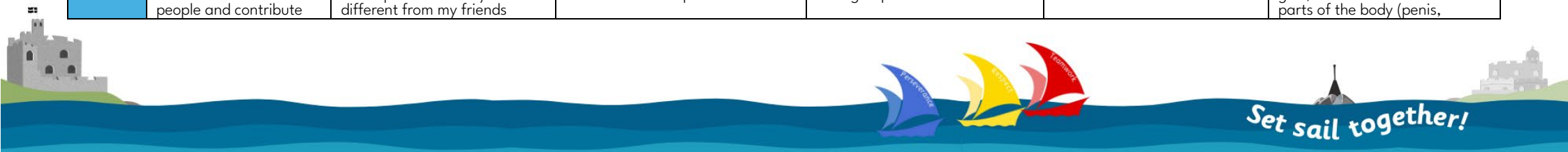
Intent:

At Falmouth Primary Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. We value PSHE as one way to support children's development by enabling them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. It allows the children to understand their full potential; helping them to set sail on their voyage of self-discovery with confidence and poise. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

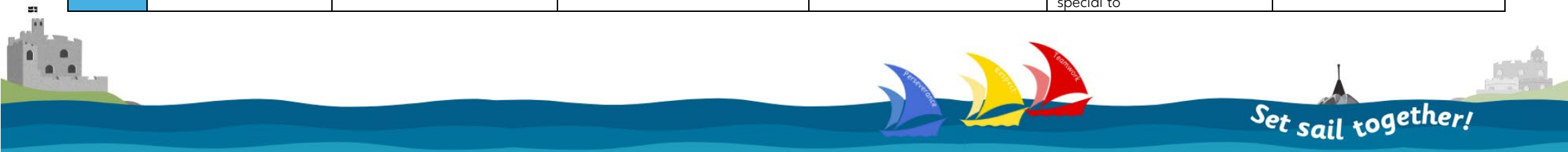


Implementation: Curriculum Overview

	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Year 1	<p>C1: know how to use our Jigsaw Journal</p> <p>C2: understand the rights and responsibilities as a member of my class</p> <p>C3: understand the rights and responsibilities of being a member of my class</p> <p>C4: know my views are valued and can contribute to the Learning Charter</p> <p>C5: recognise the choices I make and understand the consequences</p> <p>C6: understand my rights and responsibilities within our Learning Charter</p>	<p>C1: identify similarities between people in my class</p> <p>C2: identify differences between people in my class</p> <p>C3: tell you what bullying is</p> <p>C4: know some people who I could talk to if I was feeling unhappy or being bullied</p> <p>C5: now how to make new friends</p> <p>C6: tell you some ways I am different from my friends</p>	<p>C1: set simple goals</p> <p>C2: set a goal and work out how to achieve it</p> <p>C3: understand how to work well with a partner</p> <p>C4: tackle a new challenge and understand this might stretch my learning</p> <p>C5: identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</p> <p>C6: tell you how I felt when I succeeded in a new challenge and how I celebrated it</p>	<p>C1: understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p>C2: know how to make healthy lifestyle choices</p> <p>C3: know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>C4: know that all household products including medicines can be harmful if not used properly</p> <p>C5: understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>C6: know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>C7: Tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>	<p>C1: identify the members of my family and understand that there are lots of different types of families</p> <p>C2: identify what being a good friend means to me</p> <p>C3: know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>C4: know who can help me in my school community</p> <p>C5: recognise my qualities as person and a friend</p> <p>C6: tell you why I appreciate someone who is special to me</p>	<p>C1: start to understand the life cycles of animals and humans</p> <p>C2: tell you some things about me that have changed and some things about me that have stayed the same</p> <p>C3: tell you how my body has changed since I was a baby</p> <p>C4: identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>C5: understand that every time I learn something new I change a little bit</p> <p>C6: tell you about changes that have happened in my life</p>
Year 2	<p>C1: identify some of my hopes and fears for this year</p> <p>C2: understand the rights and responsibilities for being a member of my class and school</p> <p>C3: understand the rights and responsibilities for being a member of my class</p> <p>C4: listen to other people and contribute</p>	<p>C1: understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>C2: understand that bullying is sometimes about difference</p> <p>C3: recognise what is right and wrong and know how to look after myself</p> <p>C4: know some ways to make new friends</p> <p>C5: explain some ways I am different from my friends</p>	<p>C1: choose a realistic goal and think about how to achieve it</p> <p>C2: persevere even when I find tasks difficult</p> <p>C3: recognise who it is easy for me to work with and who it is more difficult for me to work with</p> <p>C4: work cooperatively in a group to create an end product</p> <p>C5: explain some of the ways I worked cooperatively in my group to create the end product</p>	<p>C1: know what I need to keep my body healthy</p> <p>C2: show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>C3: understand how medicines work in my body and how important it is to use them safely</p> <p>C4: sort foods into the correct food groups and know which</p>	<p>C1: identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>C2: understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>C3: identify some of the things that cause conflict with my friends</p>	<p>C1: recognise cycles of life in nature</p> <p>C2: tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>C3: recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>C4: recognise the physical differences between boys and girls, use the correct names for parts of the body (penis,</p>



	<p>my own ideas about rewards and consequences</p> <p>C5: understand how following the Learning Charter will help me and others learn</p>		<p>C6: know how to share success with other people</p>	<p>foods my body needs every day to keep me healthy</p> <p>C5: decide which foods to eat to give my body energy</p> <p>C6: make some healthy snacks and explain why they are good for my body</p>	<p>C4: understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>C5: recognise and appreciate people who can help me in my family, my school and my community</p> <p>C6: express my appreciation for the people in my special relationships</p>	<p>testicles, vagina) and appreciate that some parts of my body are private</p> <p>C5: understand there are different types of touch and can tell you which ones I like and don't like</p> <p>C6: identify what I am looking forward to when I am in Year 3</p>
Year 3	<p>C1: recognise my worth and can identify positive things about myself and my achievements.</p> <p>C2: face new challenges positively, make responsible choices and ask for help when I need it</p> <p>C3: understand why rules are needed and how they relate to rights and responsibilities</p> <p>C4: understand that my actions affect myself and others and I care about other people's feelings</p> <p>C5: make responsible choices and take action</p> <p>C6: understand my actions affect others and try to see things from their points of view</p>	<p>C1: understand that everybody's family is different and important to them</p> <p>C2: understand that differences and conflicts sometimes happen among family members</p> <p>C3: enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>C4: know that witnesses can make the situation better or worse by what they do</p> <p>C5: recognise that some words are used in hurtful ways</p> <p>C6: explain about a time when my words affected someone's feelings and what the consequences were</p>	<p>C1: tell you about a person who has faced difficult challenges and achieved success</p> <p>C2: identify a dream/ambition that is important to me</p> <p>C3: identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>C4: understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>C5: recognise obstacles which might hinder my achievement and can take steps to overcome them</p>	<p>C1: understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>C2: tell you my knowledge and attitude towards drugs</p> <p>C3: Plan, carry out and evaluate an experiment to compare rocks</p> <p>C4: Explore soil and know how it is formed</p> <p>C5: understand how complex my body is and how important it is to take care of it</p>	<p>C1: identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>C2: identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>C3: know and can use some strategies for keeping myself safe</p> <p>C4: explain how some of the actions and work of people around the world help and influence my life</p> <p>C5: understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>C6: know how to express my appreciation to my friends and family</p>	<p>C1: understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>C2: understand how babies grow and develop in the mother's uterus</p> <p>C3: understand what a baby needs to live and grow</p> <p>C4: identify how boys' and girls' bodies change on the inside 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</p> <p>C5: start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>C6: identify what I am looking forward to when I am in Year 4</p>
Year 4	<p>C1: know my attitudes and actions make a difference to the class team</p> <p>C2: understand who is in my school community, the roles they play and how I fit</p>	<p>C1: understand that, sometimes, we make assumptions based on what people look like</p> <p>C2: understand what influences me to make assumptions based on how people look</p>	<p>C1: tell you about some of my hopes and dreams</p> <p>C2: understand that sometimes hopes and dreams do not come true and that this can hurt</p>	<p>C1: recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>C2: recognise the changing dynamics between people in different groups, see who takes on which role</p>	<p>C1: identify the web of relationships that I am part of, starting from those closest to me and including those more distant</p> <p>C2: identify someone I love and can express why they are special to</p>	<p>C1: understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p>



	<p>C3: understand how democracy works through the school council</p> <p>C4: understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>C5: understand how groups come together to make decisions</p> <p>C6: understand how democracy and having a voice benefits the school community</p>	<p>C3: know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>C4: tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>C5: identify what is special about me and value the ways in which I am unique</p> <p>C6: tell you a time when my first impression of someone changed when I got to know them</p>	<p>C3: know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>C4: know how to make a new plan and set new goals even if I have been disappointed</p> <p>C5: know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p> <p>C6: identify the contributions made by myself and others to the group's achievement</p>	<p>C3: understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>C4: understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>C5: recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>C6: know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>me</p> <p>C3: tell you about someone I know that I no longer see</p> <p>C4: explain different points of view on an animal rights issue</p> <p>C5: understand how people feel when they love a special pet</p> <p>C6: know how to show love and appreciation to the people and animals who are special to me</p>	<p>C2: label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>C3: describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>C4: know how the circle of change works and can apply it to changes I want to make in my life</p> <p>C5: identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>C6: identify what I am looking forward to when I am in Year 5</p>
Year 5	<p>C1: face new challenges positively and know how to set personal goals</p> <p>C2: understand my rights and responsibilities as a British citizen</p> <p>C3: understand my rights and responsibilities as a British citizen and a member of my school</p> <p>C4: make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>C5: understand how an individual's behaviour can impact on a group</p> <p>C6: understand how democracy and</p>	<p>C1: understand that cultural differences sometimes cause conflict</p> <p>C2: understand what racism is</p> <p>C3: understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>C4: explain the difference between direct and indirect types of bullying</p> <p>C5: compare my life with people in the developing world</p> <p>C6: enjoy the experience of a culture other than my own</p>	<p>C1: understand that I will need money to help me achieve some of my dreams</p> <p>C2: know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>C3: 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</p> <p>C4: describe the dreams and goals of young people in a culture different to mine</p> <p>C5: 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</p>	<p>C1: know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>C2: know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>C3: know and can put into practice basic emergency aid procedures and know how to get help in emergency situations</p> <p>C4: understand how the media and celebrity culture promotes certain body types</p> <p>C5: 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</p>	<p>C1: have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>C2: recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>C3: understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>C4: understand how to stay safe when using technology to communicate with my friends</p> <p>C5: explain how to stay safe when using technology to communicate with my friends</p>	<p>C1: have an awareness of my own self-image and how my body image fits into that</p> <p>C2: explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>C3: describe how boys' and girls' bodies change during puberty</p> <p>C4: understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>C5: identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities</p> <p>C6: identify what I am looking forward to when I am in Year 6</p>

	having a voice benefits the school community and know how to participate in this		C6: encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this	C6: know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy		
Year 6	<p>C1: identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>C2: know that there are universal rights for all children but for many children these rights are not met</p> <p>C3: understand that my actions affect other people locally and globally</p> <p>C4: 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</p> <p>C5: understand how an individual's behaviour can impact on a group</p> <p>C6: understand how democracy and having a voice benefits the school community</p>	<p>C1: understand there are different perceptions about what normal means</p> <p>C2: understand how having a disability could affect someone's life</p> <p>C3: explain some of the ways in which one person or a group can have power over another</p> <p>C4: know some of the reasons why people use bullying behaviours</p> <p>C5: give examples of people with disabilities who lead amazing lives</p> <p>C6: explain ways in which difference can be a source of conflict and a cause for celebration</p>	<p>C1: know my learning strengths and can set challenging but realistic goals for myself</p> <p>C2: work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>C3: identify problems in the world that concern me and talk to other people about them</p> <p>C4: work with other people to help make the world a better place</p> <p>C5: describe some ways in which I can work with other people to help make the world a better place</p> <p>C6: know what some people in my class like or admire about me and can accept their praise</p>	<p>C1: know the impact of food on the body</p> <p>C2: know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>C3: evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>C4: know and can put into practice basic emergency aid procedures and know how to get help in emergency situations</p> <p>C5: understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>C6: recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse</p>	<p>C1: identify the most significant people to be in my life so far</p> <p>C2: know some of the feelings we can have when someone dies or leaves</p> <p>C3: understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>C4: recognise when people are trying to gain power or control</p> <p>C5: understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening</p> <p>C6: use technology positively and safely to communicate with my friends and family</p>	<p>C1: be aware of my own self-image and how my body image fits into that</p> <p>C2: explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>C3: ask the questions I need answered about changes during puberty</p> <p>C4: describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>C5: understand how being physically attracted to someone changes the nature of the relationship</p> <p>C6: identify what I am looking forward to and what worries me about the transition to secondary school</p>

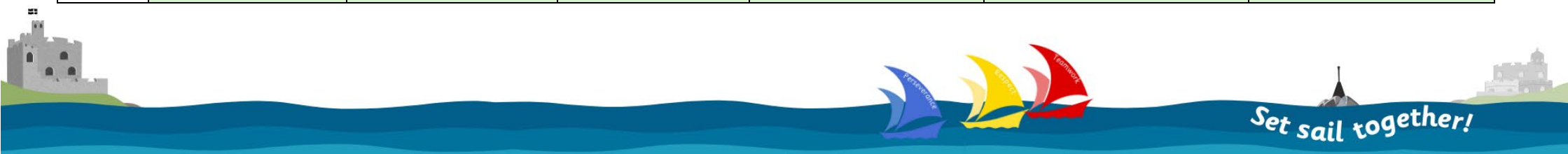


Being Me in My World Puzzle – Autumn 1

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DfE Statutory Relationships & Health Education outcomes	<p>PSED – ELG: SELF- REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play co- operatively and take turns with others.</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources.</p>					
		<p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Feel safe and special in my class ✓ Know that I belong ✓ Recognise how it feels to be proud of an achievement ✓ Recognise the feelings when I face certain consequences 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain some ways I the same and/or different to my friends ✓ Understand how bullying might feel ✓ Know how it feels to make a new friend ✓ Understand that we are all unique 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify my successes and achievements ✓ Explain how I learn best ✓ Identify how I feel when faced with a new challenge ✓ Identify how I feel when I face and overcome an obstacle 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know how to make healthy choices ✓ Know some ways to help themselves when they feel poorly ✓ Recognise how feeling happy helps to make us feel happy 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know how it feels to belong to a family and care about the people who are important to me ✓ Recognise which forms of physical contact and acceptable and unacceptable to me ✓ Know ways to praise myself 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Understand that changes happen as we grow and that this is ok ✓ Understand that everybody grows at different rates ✓ Respect my body and understand which parts are private ✓ Know some ways to cope with changes
Year 2	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Recognise when I feel worried and know who to ask for help ✓ Help to make my class a safe and fair place ✓ Work with others co-operatively 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Understand similarities and differences between boys and girls and know this is OK ✓ Empathise with someone who is being bullied ✓ Know how to get help if I, or someone I know, is being bullied 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Describe their strengths as a learner ✓ Know that working with others help me to learn ✓ Express how it felt to work as part of a group ✓ Know how to contribute to the success of a group 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Make healthy lifestyle choices ✓ Feel positive about caring for their body ✓ Know which foods are nutritious 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Accept that every family is different ✓ Know which physical contact I like and don't like – verbalise this ✓ Understand how it feels to trust someone 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify people I respect who are older than me ✓ Feel proud about becoming more independent ✓ Confident to say what I like and don't like
Year 3	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ value myself and know how to make someone else feel welcome and valued ✓ understand that my behaviour brings rewards/consequences work cooperatively in a group 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ know how to calm myself down and can use the 'Solve it together' technique ✓ problem-solve a bullying situation with others ✓ give and receive compliments and know how this feels 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) ✓ break down a goal into a number of steps and know how others could help me to achieve it 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ set myself a fitness challenge ✓ identify how I feel towards drugs ✓ take responsibility for keeping myself and others safe at home ✓ respect my body and appreciate what it does for me 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ describe how taking some responsibility in my family makes me feel ✓ know how to negotiate in conflict situations to try to find a win-win solution ✓ empathise with children whose lives are different to mine and appreciate what I may learn from them 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ recognise how I feel about these changes happening to me and know how to cope with those feelings ✓ express how I feel when my ideas are challenged and might be willing to change my ideas sometimes



Year 4	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ take on a role in a group and contribute to the overall outcome ✓ understand how rewards and consequences motivate people's behaviour 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ know how it might feel to be a witness to and a target of bullying ✓ like and respect the unique features of my physical appearance 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ know how disappointment feels and can identify when I have felt that way ✓ know what it means to be resilient and to have a positive attitude 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others ✓ identify feelings of anxiety and fear associated with peer pressure 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ know how most people feel when they lose someone or something they love express my own opinion and feelings on this 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ understand that having a baby is a personal choice and can express how I feel about having children when I am an adult ✓ have strategies to help me cope with the physical and emotional changes I will experience during puberty
Year 5	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ empathise with people in this country whose lives are different to my own ✓ understand that my actions affect me and others 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ aware of my attitude towards people from different races ✓ know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied ✓ appreciate the value of happiness regardless of material wealth 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ appreciate the contributions made by people in different jobs ✓ appreciate the similarities and differences in aspirations between myself and young people in a different culture 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ make an informed decision about whether or not I choose to drink alcohol and/or smoke and know how to resist pressure ✓ 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 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ know how to stand up for myself and how to negotiate and compromise ✓ understand that relationships are personal and there is no need to feel pressured into having a boyfriend/girlfriend ✓ recognise and resist pressures to use technology in ways that may be risky or may cause harm to others 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ express how I feel about the changes that will happen to me during puberty ✓ appreciate how amazing it is that human bodies can reproduce in these ways
Year 6	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ understand my own wants and needs and can compare these with children in different communities ✓ understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ aware of my attitude towards people with disabilities ✓ know how it can feel to be excluded or treated badly by being different in some way ✓ appreciate people for who they are 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ set success criteria so that I will know whether I have reached my goal ✓ empathise with people who are suffering or who are living in difficult situations ✓ give praise and compliments to other people when I recognise their contributions and achievements 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ motivated to give my body the best combination of food for my physical and emotional health ✓ know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ use some strategies to manage feelings associated with loss and can help other people to do so ✓ demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ express how I feel about the changes that will happen to me during puberty ✓ recognise how I feel when I reflect on the development and birth of a baby ✓ know how to prepare myself emotionally for starting secondary school

SMSC Links: Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's **spiritual, moral, social and cultural (SMSC) development**, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise **and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)**. At Jigsaw, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

British Values: Jigsaw PSHE 3-11 supports the **British Values** of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.

Impact:

At Falmouth Primary Academy, the impact of our PSHE curriculum is evident in the way our children grow to be confident, respectful, and resilient individuals who are well-prepared for life in modern Britain and the wider world. Using the Jigsaw scheme, our curriculum supports the development of the whole child by promoting mental health, wellbeing, and emotional literacy alongside key knowledge and skills.

Children are able to articulate their thoughts and feelings with increasing confidence, showing empathy and respect for others. They understand the importance of positive relationships, celebrate diversity, and recognise how to keep themselves healthy and safe—physically, emotionally, and online. Over time, pupils build strong strategies for resilience, self-regulation, and decision-making, which support both their learning and personal growth.

Through the progressive, whole-school approach of Jigsaw, pupils develop the ability to reflect on their own experiences, set goals, and take responsibility for their actions. They are encouraged to see themselves as valued individuals within our school community, Cornwall, and the wider world, fostering a sense of belonging and active citizenship.

By the time they leave Falmouth Primary Academy, children demonstrate the knowledge, skills, and attitudes needed to thrive personally and socially. They are equipped to manage the challenges of adolescence, make positive contributions to society, and live safe, healthy, and fulfilling lives with respect for themselves, others, and the environment.

