

## PSHEe Curriculum Overview

### At Churchwood Everyone Can

Churchwood Primary Academy follow the Jigsaw PSHEe programme. This is a whole-academy approach, which incorporates a spiral and progressive curriculum. The Jigsaw Programme prepares children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world.

| Year group                 | Being Me in My World   | Celebrating Difference   | Dreams and Goals   | Healthy Me  | Relationships   | Changing Me   |
|----------------------------|--|--|--|---|---|---|
| <b>Whole School Events</b> |  | <b>Friendship Week</b> ~<br>15 <sup>th</sup> – 19 <sup>th</sup> November<br>2020 –<br><i>One Kind Word</i>                       | <b>Chinese New Year</b> ~<br>1st February 2022   | <b>Food for Thought:<br/>Healthy Eating Fair<br/>Trade /Food Miles<br/>Food around the<br/>World</b>  | <b>Money Matters<br/>Week</b>   | <b>Aspirational Futures</b><br>~ Transition<br>Programme  |
| <b>Year 1</b>              | I understand the rights and responsibilities for being a member of my class<br><br>I can recognise the choices I make and understand the consequences                                    | I can tell you some ways I am different from my friends<br><br>I understand these differences make us all special and unique     | I can tell you how I felt when I succeeded in a new challenge and how I celebrated it<br><br>I know how to store the feelings of success in my internal treasure chest | I think my body is amazing and can identify some ways to keep it safe and healthy<br><br>I can recognise how being healthy helps me to feel happy | I can tell you why I appreciate someone who is special to me and express how I feel about them  | I can identify the parts of the body that make boys different to girls and can use the correct names<br><br>I respect my body and understand which parts are private                          |
| <b>Year 2</b>              | I understand the rights and responsibilities for being a member of my class and my school<br><br>I can listen to other people and contribute my own ideas about rewards and consequences | I can identify some ways in which my friend is different from me<br><br>I can tell you why I value this difference about him/her | I can explain some of the ways I worked cooperatively in my group to create the end product<br><br>I can express how it felt to be working as part of this group       | I can make some healthy snacks and explain why they are good for my body<br><br>I can express how it feels to share healthy food with my friends  | I can identify some of the things that cause conflict between me and my friends<br><br>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends | I can recognize the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private |

|               |   |   |  |  |   |   |
|---------------|---|---|--|--|---|---|
|               |   |   |  |  |   | I can tell you what I like/don't like about being a boy/ girl   |
| <b>Year 3</b> | <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p>                         | <p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p> | <p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p> | <p>I can 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>I can express how being anxious or scared feels</p> | <p>I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices</p> | <p>I can 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>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> |
| <b>Year 4</b> | <p>I understand who is in my school community, the roles they play and how I fit in</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> | <p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>          | <p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>  | <p>I can recognize when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>                           | <p>I can explain different points of view on an animal rights issue and express my own opinion and feelings on this</p>   | <p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>   |
| <b>Year 5</b> | <p>I understand my rights and</p>   | <p>I can explain the differences between direct and indirect</p>  | <p>I can describe the dreams and goals of a young person in a</p>  | <p>I can describe the different roles food can play in people's</p>  | <p>I can explain how to stay safe when using technology to</p>  | <p>I can describe how boys' and girls' bodies change during</p>   |

|               |  |  |   |  |  |  |
|---------------|--|--|---|--|--|--|
|               | <p>responsibilities as a British citizen</p> <p>I can make choices about my own behavior because I understand how rewards and consequences feel</p>  | <p>types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> | <p>culture different from mine and can reflect on how these relate to my own</p>  | <p>lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body</p>   | <p>communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>   | <p>puberty I can express how I feel about the changes that will happen to me during puberty</p>  |
| <b>Year 6</b> | <p>I know there are universal rights for all children but for many children these rights are not met</p> <p>I can make choices about my own behavior because I understand how rewards and consequences feel and I understand how these related to my rights and responsibilities</p> | <p>I can explain ways in which difference can be a source of conflict or a cause for celebration</p> <p>I can show empathy with people in either situation</p>           | <p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p> | <p>I can evaluate when alcohol is being used responsibly, antisocially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p> | <p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> | <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p> |