



**Chandlers Field Primary School**  
**PSHE curriculum**  
**WHOLE SCHOOL OVERVIEW 2022-23**

<b>Termly Puzzle Piece</b>	<i>Being Me in My World</i>	<i>Celebrating differences</i>	<i>Dreams and Goals</i>	<i>Healthy Me</i>	<i>Relationships</i>	<i>Changing Me</i>
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YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Year 6</b>	<b><u>Puzzle Piece 1</u> Being me in my world.</b>	<b><u>Puzzle Piece 2</u> Celebrating Differences</b>	<b><u>Puzzle Piece 3</u> Dreams and Goals</b>	<b><u>Puzzle Piece 4</u> Healthy Me</b>	<b><u>Puzzle Piece 5</u> Relationships</b>	<b><u>Puzzle Piece 6</u> Changing me</b>
<b>Week 1 Aim</b>	Identify goals for this year.  To understand my fears and worries and how to express them.  To know how to use my Jigsaw Journal.	Understand that there are different perceptions of what normal means.	I know my own learning strengths and can set my own challenging but realistic goals.	Know the impact of food on my body.	Identify the most significant people in my life so far.	Be aware of my own self-image and how my body image fits into that.
<b>Week 2 Aim</b>	Understand that there are universal rights for every child but these rights are often not met.	Understand that having a disability could affect someone's life.	I can work out the learning steps I need to take to reach my goal and motivate myself.	To know about the different types of drugs and their uses and their effect they can have on the body.	Know some of the feelings we can have when someone dies or leaves.	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
<b>Week 3 Aim</b>	Understand that my actions affect others locally and globally.	To understand how one person or a group could have power over another.	Identify things in the world that concern me and talk to other people about them.	Evaluate when alcohol is being used responsibly, anti-socially or being misused.	Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.	Ask the questions I need answered about changes during puberty.

<b>Week 4 Aim</b>	To make choices about my own behaviour.  To understand how rewards and consequences feel and how these relate to my rights and responsibilities.	To know some of the reasons why people use bullying behaviours.	Work with other people to make the world a better place.	To know and put into practice emergency aid procedures and know how to get help in an emergency.	Recognise when people are trying to gain power or control.	Describe how a baby develops through conception and the nine months of pregnancy.  Describe birth.
<b>Week 5 Aim</b>	To understand how an individual's behaviour can impact on a group.	Give examples of people with disabilities who live amazing lives	Describe some ways in which I can work with other people and help to make the world a better place.	Understand what it means to be emotionally well and explore people's attitudes to mental health.	Understand how technology can be used to try to gain power or control.  Use strategies to stop this from happening.	Understand how being attracted to someone changes the nature of that relationship.
<b>Week 6 Aim</b>	Understand how democracy and having a voice can impact on your school community.	Explain ways in which difference can be a source of conflict and a cause for celebration.	Know what some people in my class like or admire about me and accept their praise.	Recognise when I feel stressed and the triggers and understand how stress can cause alcohol misuse.	Use technology positively and safely to communicate with my friends and family.	Identify what I am looking forward to and what worries me about the transition to secondary school.
<b>Additional Learning days/Events</b>					<u>Junior Citizen</u>	<u>Feeling Good Week</u>
<b>Year 5</b>	<b><u>Puzzle Piece 1</u> Being me in my world.</b>	<b><u>Puzzle Piece 2</u> Celebrating Differences</b>	<b><u>Puzzle Piece 3</u> Dreams and Goals</b>	<b><u>Puzzle Piece 4</u> Healthy Me</b>	<b><u>Puzzle Piece 5</u> Relationships</b>	<b><u>Puzzle Piece 6</u> Changing me</b>
<b>Week 1 Aim</b>	To face new challenges positively.	Understand that cultural differences sometimes cause conflict.	Understand that I will need money to achieve some of my dreams.	Know the health risks of smoking and explain how it affects the lungs, liver and heart.	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.	I am aware of my self-image and how my body image fits into that.
<b>Week 2 Aim</b>	Understand my rights and responsibilities as a British citizen.	Understand what racism is.	Know about a range of jobs carried out by people I know.	Know the risks of misusing alcohol, including anti-social behaviours.	I can recognise how friendships change and can manage fall outs with friends.	I can explain how a girl's body changes during puberty and understand the importance of looking

			Understand what motivates me and how to achieve in life.			after yourself physically and emotionally.
<b>Week 3 Aim</b>	Understand my right and responsibilities as a member of my school.	Understand how rumours and name-calling can be bullying behaviours.	Identify a job id like to do when I grow up and how to achieve it.	To know and put into practice basic emergency aid procedures and know how to get help in an emergency.	Understand what it feels like to be attracted to someone and what having a girlfriend/boyfriend might mean.	Describe how a boys/girls body can change during puberty.
<b>Week 4 Aim</b>	Make choices about my behaviour and understand rewards and consequences.	Explain the difference between direct and in-direct bullying.	Describe the dreams and goals of a young person who is part of a culture different to my own.	Understand how the media and celebrity culture promotes certain body types.	Understand what it feels like to be attracted to someone and what having a girlfriend/boyfriend might mean.	Understand that sexual intercourse can lead to conception and that is how babies are usually made.
<b>Week 5 Aim</b>	Understand how my behaviour impacts on a group.	Compare my life with people in the developing world.	Understand that communicating with someone from a different culture means we can learn from each other.	Describe the different roles food can play in people's lives and explain how people develop eating problems relating to body image.	Understand how to stay safe when using technology to communicate with my friends.	Identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibilities.
<b>Week 6 Aim</b>	Understand democracy and having a voice in my school and community.	Enjoy the experience of a culture other than my own.	Encourage my peers to support young people here and abroad to meet their aspirations.	Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be happy.	Understand how to stay safe when using technology to communicate with my friends.	Identify what I am looking forward to in year 6.
<b>Additional Learning days/Events</b>						<u>Feeling Good Week</u>
<b>Year 4</b>	<b><u>Puzzle Piece 1</u> Being me in my world.</b>	<b><u>Puzzle Piece 2</u> Celebrating Differences</b>	<b><u>Puzzle Piece 3</u> Dreams and Goals</b>	<b><u>Puzzle Piece 4</u> Healthy Me</b>	<b><u>Puzzle Piece 5</u> Relationships</b>	<b><u>Puzzle Piece 6</u> Changing me</b>
<b>Week 1 Aim</b>	To understand that attitudes and actions make a difference to the class team.	To understand that, sometimes, we make presumptions based on what people look like.	To explain some hopes and dreams of my own and others.	To understand how different friendship groups are formed, how I fit into them and	To identify the web of relationships that I am part of, starting from the closest and ending with the more distant.	To understand the some of my characteristics come from my birth parents.

	To understand how to use my Jigsaw Journal.			the friends I value the most.		To understand that this happens because I am made from the joining of their egg and sperm.
<b>Week 2 Aim</b>	To understand who is in my school community, the roles they play and how I fit in.	To understand what influences me to make assumptions based on how people look.	Understand that sometimes hopes and dreams do not come true and that this can hurt.	To recognise the changing dynamics between people in different groups and see who takes on which role, e.g: leader, follower.	Identify someone I love and express why they are special to me.	To correctly label the internal and external parts of the male and female bodies that are necessary for making a baby.
<b>Week 3 Aim</b>	Understand how democracy works through the school council.	To understand that bullying is hard to spot and to know what to do if I think it is going on.	To understand that reflecting on positive and happy experiences can help me to counteract disappointment.	Understand the facts about smoking and its effects on health.  To identify some of the reasons some people start to smoke.	To tell you about someone I know who I no-longer see.	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 is a normal part of this.
<b>Week 4 Aim</b>	Understand that my actions affect myself and others.	To explain why witnesses sometimes join in with bullying and do not tell if it is happening.	To know how to make a new plan and set new goals even if I have been disappointed.	Understand the facts about alcohol and the effects on health, particularly the liver.  To identify some of the reasons people drink.	To explain different points of view on an animal rights issue.	Know how the cycle of change works and apply it to changes I want to make in my life.
<b>Week 5 Aim</b>	Understand how groups come together to make decisions.	To identify what is special about me and understand the ways in which I am unique.	To know how to work out the steps to take to achieve a goal and how to do this successfully as part of a group.	Recognise when people are putting me under pressure and explain ways to resist this when I want.	To understand how people feel when they love a special pet.	Identify changes that have been and may continue to be outside of my control that I learn to accept.
<b>Week 6 Aim</b>	Understand how democracy and having a voice benefits the school community.	To tell of a time when my first impression of someone changed when I got to know them.	To identify the contributions made by myself and others.	To know myself well enough to have a clear picture of what is right and wrong.	To know how to show love and appreciation to the people and animals who are special to me.	To identify what I am looking forward to in Year 5.

<b>Additional Learning days/Events</b>						<u>Feeling Good Week</u>
<b>Year 3</b>	<b><u>Puzzle Piece 1</u> Being me in my world.</b>	<b><u>Puzzle Piece 2</u> Celebrating Differences</b>	<b><u>Puzzle Piece 3</u> Dreams and Goals</b>	<b><u>Puzzle Piece 4</u> Healthy Me</b>	<b><u>Puzzle Piece 5</u> Relationships</b>	<b><u>Puzzle Piece 6</u> Changing me</b>
<b>Week 1 Aim</b>	Recognise my worth and identify positive things about myself and my achievements.	Understand that everybody's family is different and important to them.	Tell you about a person who has faced challenges and achieved success.	Understand how exercise affects my body and know how the heart and lungs are important organs.	Identify the roles and responsibilities for each member of my family.	Understand that in animals and humans lots of changes happen between conception and growing up.
<b>Week 2 Aim</b>	I can face new challenges positively.	Understand that differences and conflicts sometimes happen among family members.	Identify a dream/ambition that is important to me.	Understand how exercise affects my body and know how the heart and lungs are important organs.	Identify and put into practice some of the skills of friendship.	Understand how babies grow and develop in the mother's uterus.  Understand what a baby needs to grow.
<b>Week 3 Aim</b>	Understand why rules are needed and how they can relate to rights and responsibilities.	Know what it means to be a witness to bullying.	Enjoy facing new challenges and working out the best way for me to achieve them.	Explain my attitude and knowledge towards drugs.	Know and use some strategies I can use to keep myself safe.	Understand that boys and girls bodies need to change so that when they grow up they can make babies.  Understand how boys and girls bodies change on the outside.
<b>Week 4 Aim</b>	Understand that my actions affect myself and others and I care about other people's feelings.	Know that witnesses to bullying can make the situation better or worse by what they do.	Be motivated and enthusiastic about achieving a new challenge.	Identify things, people and places that I need to keep safe from.	Explain how some of the actions and work of people around the world help and influence my life.	Understand how boys and girls bodies change on the inside during the growing up process.
<b>Week 5 Aim</b>	I can make responsible choices and take action.	Recognise that some words are used in hurtful ways.	To recognise obstacles that might hinder my achievement and take steps to overcome them.	Understand that, like medicine, some household substances can be harmful.	Understand how my needs and rights are shared by children around the world and identify how our lives might be different.	I can start to recognise stereotypical ideas I might have about parenting and family roles.

<b>Week 6 Aim</b>	Understand that my actions affect others and try to see things from their point of view.	Tell you a time when my words affected someone and what the consequences were.	Evaluate my own learning process and identify what I can do better next time.	Understand how complex my body is and how important it is to take care of it.	Know how to express my appreciation for my friends and family.	I can recognise what I am looking forward to in year 4.
<b>Additional learning days/events</b>						<u>Feeling Good Week</u>
<b>Year 2</b>	<b><u>Puzzle Piece 1</u> Being me in my world.</b>	<b><u>Puzzle Piece 2</u> Celebrating Differences</b>	<b><u>Puzzle Piece 3</u> Dreams and Goals</b>	<b><u>Puzzle Piece 4</u> Healthy Me</b>	<b><u>Puzzle Piece 5</u> Relationships</b>	<b><u>Puzzle Piece 6</u> Changing me</b>
<b>Week 1 Aim</b>	Identify some hopes and fears for the year.  I know how to use my Jigsaw Journal.	Understand that sometimes people make assumptions about boys and girls (Stereotypes).	To think about a realistic goal and how to achieve it.	Know what I need to keep my body healthy.	Identify the different members of my family.  To understand my relationship with each of them.	Recognise the lifecycles in life/nature.
<b>Week 2 Aim</b>	Understand the rights and responsibilities of being a member of my class.	Understand that boys and girls can be different but can enjoy the same things.	Understand how to persevere even when I find something difficult.	To show or explain what relaxed means.  To understand the things that make me relaxed and the things that make me stressed.	To understand that there are many forms of physical contact with members of the family and how some is acceptable and some is not.	To explain the natural process of growing from young to old.  To understand this is not in my control.
<b>Week 3 Aim</b>	Understand the rights and responsibilities of being a member of my school.	Understand that bullying is sometimes about being different.	Recognise who is easy for me to work with and who is more difficult.	To understand how medicines work in my body and how to use them safely.	Identify things that may cause conflict with my friends.	Recognise how my body has changed since I was a baby and where I am on the continuum of young to old.
<b>Week 4</b>	Listen to others and contribute my own	Recognise what is right and wrong and	To work cooperatively in a group to create an end product.	To sort foods into the correct food groups and understand which	To understand that sometimes it is good	Recognise the physical differences between girls and boys.

<b>Aim</b>	ideas about rewards and consequences.	how to look after myself.		foods keep my body healthy.	to keep a secret and sometimes it is not.	To use the correct names for the body parts and appreciate that some parts of my body are private.
<b>Week 5 Aim</b>	Understand how we follow the learning charter and how this will help me and others to learn.	Identify ways to make new friends.	Explain some of the ways I worked cooperatively with my group and how this helped us to produce the end product.	To decide what foods to eat to give my body energy.	To recognise and appreciate people who can help me in my family, my school and my community.	Understand that there are different types of touch and can tell you which ones I like and which I don't.
<b>Week 6 Aim</b>	Recognise the choices I make and understand the consequences.	Discuss ways I am different from a friend.	Share successes with other people.	To make a healthy snack and explain how it is good for my body.	To express my appreciation for the people in my special relationships.	Identify what I am looking forward to in year 3.
<b>Additional Learning days/events</b>		<u>Parent Christmas Workshop</u> Bring in a parent to create a special memory.		<u>Class Challenge</u> Soup Sharing competition Class will create a healthy soup to share with the school.		<u>Feeling Good Week</u>

<b>Year 1</b>	<b><u>Puzzle Piece 1</u> Being me in my world.</b>	<b><u>Puzzle Piece 2</u> Celebrating Differences</b>	<b><u>Puzzle Piece 3</u> Dreams and Goals</b>	<b><u>Puzzle Piece 4</u> Healthy Me</b>	<b><u>Puzzle Piece 5</u> Relationships</b>	<b><u>Puzzle Piece 6</u> Changing me</b>
<b>Week 1 Aim</b>	Understand how to use my Jigsaw Journal.	To identify similarities between people in my class.	To set a simple goal.	Understand the difference between being healthy and unhealthy.  To know ways that I can keep myself healthy.	Identify members of my family and recognise that there are different types of families.	Start to understand the lifecycles of animals and humans.
<b>Week 2 Aim</b>	Understand the rights and	To identify the differences between people in my class.	To set a simple goal and work out a way to achieve it.	To know how to make healthy lifestyle choices.	Identify what being a good friend means to me.	To tell you some things about me that have changed and some

	responsibilities as a member of my class.					things that have stayed the same.
<b>Week 3 Aim</b>	Understand the rights and responsibilities of being a member of my school.	To understand what bullying is.	Understand how to work well with a partner.	To know how to keep myself clean and how this can help the spread of germs.  To understand that household products may be harmful, even medicines.	To know appropriate ways of physical contact to greet my friends and know which ways I prefer.	To explain how my body has changed since I was a baby.
<b>Week 4 Aim</b>	To know my views are valued.	To know who to talk to if I was unhappy or being bullied.	To tackle a new challenge and understand how this might stretch my learning.	To understand that machines can help me to be healthy.  To know how to use them correctly.	To know who can help me in my school community.	Identify the parts of the body that make boys different to girls.  To use the correct vocabulary for these body parts.
<b>Week 5 Aim</b>	To recognise the choices I make and understand the consequences.	To understand how to make friends.	To identify obstacles which might make it more difficult to achieve my challenge and work out a way to overcome them.	To know how to keep safe when crossing a road and think about who can help me to keep safe.	Recognise my qualities as a person and a friend.	Understand that every time I learn something new I change a little bit.
<b>Week 6 Aim</b>	To understand the rights and responsibilities within the learning charter.	To identify ways that I am different to my friends.	To explain how I felt when I succeeded in a new challenge and tell how I celebrated.	To explain why my body is amazing and identify ways to keep it safe and healthy.	Explain why I appreciate someone who is close to me.	To tell you about changes that have happened in my life.
<b>Additional learning days/events</b>		<u>Parent Christmas Workshop</u> Bring in a parent to create a special memory.		<u>Class Challenge</u> Soup Sharing competition Class will create a healthy soup to share with the school.		<u>Feeling Good Week</u>
<b>Reception</b>	<b><u>Puzzle Piece 1</u></b> Being me in my world.	<b><u>Puzzle Piece 2</u></b> Celebrating Differences	<b><u>Puzzle Piece 3</u></b> Dreams and Goals	<b><u>Puzzle Piece 4</u></b> Healthy Me	<b><u>Puzzle Piece 5</u></b> Relationships	<b><u>Puzzle Piece 6</u></b> Changing me



<b>Week 1 Aim</b>	To initiate play, offering cues to peers to join them.	Can describe self in positive terms and talk about abilities.	Beginning to be able to negotiate and solve problems without aggression.	Observes the effects of activity on their bodies.	Confident to talk to other children when playing, and will communicate freely about own home and community.	Demonstrates friendly behaviour, initiating conversations and forming good Relationships with peers and familiar adults.
<b>Week 2 Aim</b>	To adapt behaviour to different events, social situations and changes to routine.	Confident to speak to others about own needs, wants, interests and opinions.	Explains own knowledge and understanding, and asks appropriate questions of Others.	Shows some understanding that good practices with regard to exercise can contribute to good health.	Initiates conversations, attends to and takes account of what others say.	Say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas.
<b>Week 3 Aim</b>	Work as part of a group or class, and understand and follow the rules.	Begins to accept the needs of others and can take turns and share resources.	Begins to accept the needs of others.	Eats a healthy range of foodstuffs and understands need for variety of food.	Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.
<b>Week 4 Aim</b>	To be aware that some actions can hurt or harm others.	Explains own knowledge and understanding, and asks appropriate questions of others.	Can describe self in positive terms and talk about abilities.	Shows some understanding that good practices with regard to sleeping contribute to good health.	Knows that some actions and words can hurt others' feelings.	They work as part of a group or class, and understand and follow the rules.
<b>Week 5 Aim</b>	To be aware that some actions can hurt or harm others.	Can play in a group, extending and elaborating play ideas. Initiates play, offering cues to peers to join them.	Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others.	Shows some understanding that good practices with regard to hygiene can contribute to good health.	To show confidence in asking adults for help. To understand that own actions affect other people.	They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children
<b>Week 6 Aim</b>	Be aware of the boundaries set, and of behavioural	Demonstrates friendly behaviour, initiating conversations and	Confident to speak to others about own needs, wants,	Shows understanding of the need for safety when tackling new challenges, and	Children play cooperatively, taking turns with others. They show sensitivity	Confident to speak to others about own needs, wants, interests and opinions. Can

	expectations in the setting.	forming good relationships with peers and familiar adults.	interests and opinions.	manages some risks Practices some appropriate safety measures without direct supervision.	to others' needs and feelings, and form positive relationships with adults and other children	describe self in positive terms and talk about abilities.
<b>Additional learning days/events</b>						<u>Feeling Good Week</u>

**Additional events through the year are subject to change as PSHE in primary school is adapted to meet the needs of each cohort.**