

ALDER COPPICE PRIMARY SCHOOL UNIT OVERVIEW



Being Me in My World Puzzle – Autumn 1

About this Puzzle

This Puzzle opens each academic year by establishing the foundations for everything else in Jigsaw PSHE: belonging, emotional safety and shared expectations. Children explore what it means to be part of a class, a school, a wider community and, as they progress, a global community. Through creating the Learning Charter together, they experience democracy, British Values, rights and responsibilities, and how this related to the rule of law. Alongside this, they develop the emotional literacy to recognise and manage feelings, understand how their behaviour affects others, and build the self-respect and empathy that underpin all healthy relationships.

Being Me in My World

Year 5

Taught knowledge

Knowledge

- I can face new challenges positively and know how to set personal goals
- I know how to use my Jigsaw Journal
- I understand my rights and responsibilities as a citizen of my country
- I understand my rights and responsibilities as a citizen of my country and as a member of my school
- I can make choices about my own behaviour because I understand how rewards and consequences feel
- I understand how an individual's behaviour can impact on a group
- I understand how democracy and having a voice benefits the school community and know how to participate in this

Social and Emotional skills

Social and Emotional Skills

- I know what I value most about my school and can identify my hopes for this school year
- I can empathise with people in this country whose lives are different to my own
- I understand that my actions affect me and others
- I can contribute to the group and understand how we can function best as a whole
- I understand why our school community benefits from a Learning Charter and can help others to follow it

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Celebrating Difference Puzzle – Autumn 2

About this Puzzle

Celebrating Difference helps children understand, respect and value diversity. Running in Autumn 2, it aligns naturally with Anti-Bullying Week and provides a rich context for exploring similarities and differences in families, cultures, abilities, appearance and beliefs. Children learn what bullying is and isn't (including cyberbullying) and develop the language and strategies to challenge it, support those affected, and seek help. As they progress, pupils examine stereotypes, prejudice, discrimination and protected characteristics, building empathy and critical thinking to stand up for fairness and inclusion.

Celebrating Difference	YEAR 5
Taught knowledge	Knowledge • I understand that cultural differences sometimes cause conflict • I understand what racism is • I understand how rumour-spreading and name-calling can be bullying behaviours • I can explain the difference between direct and indirect types of bullying • I can compare my life with people in the developing world • I can understand a different culture from my own
Social and Emotional skills	Social and Emotional Skills • I am aware of my own culture • I am aware of my attitude towards people from different races • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • 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 • I can appreciate the value of happiness regardless of material wealth • I respect my own and other people's cultures