



# SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

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**Executive Headteacher:** Mrs Nicky Wright



## Introduction to Learning for Life

### **What is Learning for Life?**

Our Personal, Social and Health Education (P.S.H.E) together with our Relationships and Sex Education (R.S.E), enables our children to become healthy, independent, aspirational and responsible members of a diverse and ever-changing society. Our approach to Learning for Life is evident within all aspects of the curriculum, insuring that our pupils receive a firm foundation on which to build. Our school PURE principles underpin our core beliefs: Positivity, Urgency, Resilience and Equity.

At South Camberley Primary School we teach these aspects of the curriculum as **Learning for Life**. The Learning for Life curriculum is guided by the Jigsaw scheme and has been adapted to meet individual pupil needs. It takes a spiral approach, gradually revisiting topics at a deeper level at each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives, both now and in the future. In addition to this, we supplement the Jigsaw scheme by using 'Picture News' which enables to discuss current and relevant issues, both nationally and internationally. We respond to the needs of our children and community by having strong links with a number of supporting resources and agencies.

We strive to help our pupils understand how they are developing personally and socially, and support them to tackle many of the moral, social and cultural issues that are part of growing up. We understand the importance of emotional and mental wellbeing, ensuring that our pupils know how to look after themselves both physically, emotionally and mentally and where to find suitable support.

An important part of **Learning for Life** is the ability to discuss and debate issues with clarity, and listen to peoples points of view, whilst understanding that you do not have to agree with them but recognise their point of view.

We strive to provide our pupils with opportunities to learn about their rights and responsibilities and appreciate what it means to be a member of a diverse society.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

We aim to have a positive impact on both academic and non-academic outcomes for all pupils.

**Our ultimate aim is for every single child who leaves South Camberley Primary School to become the very best that they can be and to ensure that disadvantage does not hold any child back.**

### **Vision Statement**

Through the Learning for life curriculum, we aim to:





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- develop pupils' understanding of the world and of personal, social, emotional and mental health, and citizenship concepts and relevant vocabulary
- provide pupils with a relevant, age appropriate and broad curriculum
- understand issues relating to their own health, personal care, sexual development and relationships.
- enable pupils to make choices
- provide pupils with strategies to maintain personal wellbeing, promote resilience and equip pupils with skills to keep themselves and others safe
- promote an atmosphere celebrating equality and diversity
- enable learners to form appropriate relationships and give them a sense of dignity and respect for each other.
- develop personal responsibility, self confidence and assertiveness.
- empower learners so they have more control over their own life.
- enhance their self esteem.





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## Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

