

Fundamental British Values within the PSHE Curriculum

Sunnyside Primary Academy embeds the Fundamental British Values (FBV) - democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs, through our PSHE curriculum. These values underpin our work in preparing pupils to become responsible, respectful, and active citizens who contribute positively to modern Britain.

At Sunnyside, FBV are not taught as standalone concepts. Instead, they are woven thoughtfully and progressively throughout PSHE themes such as relationships, health and wellbeing, and living in the wider world. This ensures pupils not only understand these values in theory but also apply them in real-life contexts through discussion, reflection, decision-making, and social action.

To strengthen visibility and understanding across the curriculum, each British Value is represented by a clear, child-friendly logo. These visual symbols help pupils easily identify when a value is being explored or reinforced in a lesson, assembly, or wider school activity. The consistent use of logos supports familiarity, aids curriculum coherence, and ensures all pupils can recognise and articulate FBV in age-appropriate ways.

Through this aligned, visually supported approach, Sunnyside continues to nurture well-rounded, socially responsible learners who are equipped to thrive as thoughtful, respectful members of their community.





Democracy is evident across all Jigsaw puzzles, with children given regular opportunities for their voices to be heard through whole-class, group and paired discussions. The Jigsaw Learning Charter establishes a safe and respectful environment, inviting children to sign and agree to follow shared ‘ground rules’. This encourages everyone to listen carefully, respect the rights of others and express their views confidently. ‘Pause for Thought’ moments throughout lessons support children in reflecting on their feelings and experiences and sharing their ideas when they feel comfortable.

Learning Objectives which explicitly teach Democracy are mapped below:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Being Me in My World	Lesson 2: I understand the rights and responsibilities as a member of my class Lesson 3: I understand the rights and responsibilities as a member of my class Lesson 5: I can recognise the choices I make and understand the consequences Lesson 6: I understand my rights and responsibilities within our Learning Charter I understand my choices in following the Learning Charter	Lesson 2: I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions Lesson 3: I listen to other people and contribute my own ideas about rewards and consequences Lesson 4: I can listen to other people and contribute my own ideas about rewards and consequences Lesson 5: I understand how following the Learning Charter will help me and others learn Lesson 6: I recognise the choices I make and understand the consequences	Lesson 3: I understand why rules are needed and how they relate to rights and responsibilities Lesson 4: I understand that my behaviour brings rewards/consequences Lesson 6: I can tell you about a time when my words affected someone’s feelings and what the consequences were	Lesson 2: I understand who is in my school community, the roles they play, how I fit in and how I can contribute Lesson 3: I understand how democracy works through the School Council Lesson 4: I understand how rewards and consequences motivate people’s behaviour Lesson 6: I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and can help others to follow it	Lesson 2: I understand my rights and responsibilities as a citizen of my country Lesson 3: I understand my rights and responsibilities as a citizen of my country and as a member of my school Lesson 4: I can make choices about my own behaviour because I understand how rewards and consequences feel Lesson 6: I understand how democracy and having a voice benefits the school community and know how to participate in this I understand why our school community benefits from a Learning Charter and can help others to follow it	Lesson 2: I know that there are universal rights for all children but for many children these rights are not met Lesson 4: I can 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 Lesson 6: I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself
Autumn 2 Celebrating Difference						
Spring 2 Healthy Me						Lesson 1: I can take responsibility for my health and make choices that benefit my health and well-being
Summer 1 Relationships					Lesson 3: I understand there are rights and responsibilities in an online community or social network Lesson 4: I know there are rights and responsibilities when playing a game online	



The Rule of Law is embedded in every Jigsaw lesson through the consistent use of the Jigsaw Learning Charter. Creating a safe and predictable learning environment is central to each session. Children learn about their rights, including those within the United Nations Convention on the Rights of the Child (UNCRC), which appear across all puzzle pieces. Jigsaw helps children understand why rules exist, how choices link with consequences and how positive decisions support their wellbeing. Reflection during ‘Pause for Thought’ moments encourages thoughtful and responsible behaviour.

Learning Objectives which explicitly teach Rule of Law are mapped below.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Being Me in My World	Lesson 1: I feel special and safe in my class Lesson 3: I know how to make my class a safe place for everybody to learn	Lesson 1: I can recognise when I feel worried and know who to ask for help Lesson 3: I help make my class a safe and fair place Lesson 4: I help make my class a safe and fair place	Lesson 2: I can face new challenges positively, make responsible choices and ask for help when I need it			
Autumn 2 Celebrating Difference	Lesson 4: I know some people who I could talk to if I was feeling unhappy or being bullied	Lesson 4: I can recognise what is right and wrong and know how to look after myself I know how to get help if I am being bullied				
Spring 2 Healthy Me	Lesson 3: I know that all household products including medicines can be harmful if not used properly Lesson 4: I understand that medicines can help me if I feel poorly and I know how to use them safely I know some ways to help myself when I feel poorly Lesson 5: I know how to keep safe when crossing the road, and about people who can help me to stay safe I can recognise when I feel frightened and know who to ask for help Lesson 6: I can recognise how being healthy helps me to feel happy	Lesson 3: I understand how medicines work in my body and how important it is to use them safely	Lesson 4: I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services Lesson 5: I can identify when something feels safe or unsafe I can take responsibility for keeping myself and others safe	Lesson 3: I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke Lesson 4: I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	Lesson 1: I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart Lesson 2: I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart Lesson 3: I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	Lesson 2: I know about different types of drugs and their uses and their effects on the body particularly the liver and heart Lesson 3: I understand that some people can be exploited and made to do things that are against the law I can suggest ways that someone who is being exploited can help themselves Lesson 4 I know why some people join gangs and the risks this involves I can suggest strategies someone could use to avoid being pressurised

<p>Summer 1 Relationships</p>	<p>Lesson 3: I can recognise which forms of physical contact are acceptable and unacceptable to me</p> <p>Lesson 4: I know who can help me in my school community</p> <p>I know when I need help and know how to ask for it</p>	<p>Lesson 2: I 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>I know which types of physical contact I like and don't like and can talk about this</p> <p>Lesson 4: I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</p> <p>Lesson 5: I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I understand how it feels to trust someone</p>	<p>Lesson 3: I know and can use some strategies for keeping myself safe online</p> <p>I know who to ask for help if I am worried or concerned about anything online</p>		<p>Lesson 2: I can recognise when an online community feels unsafe or uncomfortable</p> <p>Lesson 4: I can recognise when an online game is becoming unhelpful or unsafe</p> <p>Lesson 6: I can explain how to stay safe when using technology to communicate with my friends</p>	<p>Lesson 5: I can judge whether something online is safe and helpful for me</p> <p>Lesson 6: I can use technology positively and safely to communicate with my friends and family</p> <p>I can take responsibility for my own safety and well-being</p>
<p>Summer 2 Changing Me</p>		<p>Lesson 5: I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I am confident to say what I like and don't like and can ask for help</p>			<p>Lesson 5: I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p>	<p>Lesson 4: I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p>



Individual Liberty is promoted through Jigsaw’s structured programme of personal development, which nurtures the whole child and enhances learning capacity through mindfulness practices. Starting in the Early Years Foundation Stage, children develop spiritually, morally, socially and culturally (SMSC) as they learn about themselves and others. Jigsaw provides opportunities for children to make informed choices, express their views freely and feel comfortable sharing their opinions. Every lesson fosters a welcoming, inclusive and supportive environment where all children feel valued.

Learning Objectives which explicitly teach Individual Liberty are mapped below.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Being Me in My World	Lesson 4: I know my views are valued and can contribute to the Learning Charter		Lesson 1: I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals Lesson 5: I can make responsible choices and take action		Lesson 1: I can face new challenges positively and know how to set personal goals	Lesson 3: I understand that my actions affect other people locally and globally Lesson 1: I can identify my goals for this year, understand my fears and worries about the future and know how to express them
Autumn 2 Celebrating Difference		Lesson 4: I know when and how to stand up for myself and others	Lesson 2: I can identify a dream/ambition that is important to me Lesson 3: I enjoy facing new learning challenges and working out the best ways for me to achieve them Lesson 4: I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge			
Spring 1 Dreams & Goals	Lesson 1: I can set simple goals	Lesson 1: I can choose a realistic goal and think about how to achieve it		Lesson 4: I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude Lesson 5: I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	Lesson 1: I can identify what I would like my life to be like when I am grown up Lesson 3: I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future Lesson 6: I understand why I am motivated to make a positive contribution to supporting others	Lesson 1: I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal) Lesson 2: I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these
Spring 2 Healthy Me	Lesson 2: I know how to make healthy lifestyle choices	Lesson 1: I am motivated to make healthy lifestyle choices	Lesson 2: I know what it feels like to make a healthy choice	Lesson 2: I understand there are people who take on the roles of leaders or followers in	Lesson 1: I can make an informed decision about whether or not I choose to	Lesson 6: I can use different strategies to manage stress and pressure

			<p>Lesson 6: I respect my body and appreciate what it does for me</p>	<p>a group, and I know the role I take on in different situations</p> <p>Lesson 3: I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p> <p>Lesson 5: I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>Lesson 6: I know myself well enough to have a clear picture of what I believe is right and wrong</p> <p>I can tap into my inner strength and know how to be assertive</p>	<p>smoke and know how to resist pressure</p> <p>Lesson 2: I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p>Lesson 4: I can 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> <p>Lesson 5: I respect and value my body</p>	
<p>Summer 1 Relationships</p>			<p>Lesson 4: I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I can show an awareness of how this could affect my choices</p>	<p>Lesson 4: I know how to stand up for myself and how to negotiate and compromise</p> <p>Lesson 5: I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</p>	<p>Lesson 1: I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I know how to keep building my own self-esteem</p> <p>Lesson 5: I can recognise when I am spending too much time using devices (screen time)</p> <p>I can identify things I can do to reduce screen time, so my health isn't affected</p> <p>Lesson 6: I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>	<p>Lesson 4: 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>Lesson 5: I can resist pressure to do something online that might hurt myself or others</p>
<p>Summer 2 Changing Me</p>	<p>Lesson 4: I respect my body and understand which parts are private</p>	<p>Lesson 3: I feel proud about becoming more independent</p>	<p>Lesson 5: I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p>	<p>Lesson 2: I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p>	<p>Lesson 1: I know how to develop my own self esteem</p>	<p>Lesson 1: I am aware of my own self-image and how my body image fits into that</p> <p>I know how to develop my own self esteem</p>

				<p>Lesson 4: I am confident enough to try to make changes when I think they will benefit me</p> <p>Lesson 5: I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>		<p>Lesson 4: I can be assertive when appropriate</p> <p>Lesson 5: I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p>
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Mutual Respect is central to Jigsaw, where children learn how to engage in sensitive and respectful discussions. Each lesson follows a structured format that supports a safe learning environment through clear language guidance, suggested phrasing and open-ended questions. ‘Ask me this’ prompts enable adults to facilitate thoughtful conversations with confidence. As children progress, they build the skills needed to listen respectfully, consider different viewpoints and appreciate diversity. The Learning Charter is revisited regularly to reinforce expectations and ensure all children feel able to express their beliefs, feelings and values respectfully.

Learning Objectives which explicitly teach Mutual Respect are mapped below.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Being Me in My World		Lesson 5: I work co-operatively	Lesson 4: I understand that my actions affect myself and others and I care about other people’s feelings Lesson 5: I can work cooperatively in a group	Lesson 1: I know how good it feels to be included in a group and understand how it feels to be excluded I know my attitudes and actions make a difference to the class team Lesson 2: I can take on a role in a group and contribute to the overall outcome Lesson 4: I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them Lesson 5: I understand how groups come together to make decisions I can take on a role in a group and contribute to the overall outcome	Lesson 5: I understand how an individual’s behaviour can impact on a group I can contribute to the group and understand how we can function as a whole	Lesson 5: I understand how an individual’s behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole
Autumn 2 Celebrating Difference	Lesson 1: I can identify similarities between people in my class Lesson 2: I can identify differences between people in my class Lesson 3: I can tell you what bullying is I understand how being bullied might feel Lesson 4: I can be kind to children who are bullied	Lesson 3: I understand that bullying is sometimes about difference I can tell you how someone who is bullied feels I can be kind to children who are bullied Lesson 5: I know how it feels to be a friend and have a friend	Lesson 3: I know what it means to be a witness to bullying I know some ways of helping to make someone who is bullied feel better Lesson 4: I can problem-solve a bullying situation with others	Lesson 3: I 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 I know how it might feel to be a witness to and a target of bullying Lesson 4: I can tell you why witnesses sometimes join in with bullying and sometimes don’t tell	Lesson 3: I understand how rumour-spreading and name-calling can be bullying behaviours 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 Lesson 4: I can explain the difference between direct and indirect types of bullying	Lesson 1: I understand there are different perceptions about what normal means I can empathise with people who are different Lesson 3: I know how it can feel to be excluded or treated badly by being different in some way Lesson 4: I know some of the reasons why people use bullying behaviours

	<p>Lesson 5: I know how to make new friends</p> <p>I know how it feels to make a new friend</p>			<p>I can problem-solve a bullying situation with others</p> <p>Lesson 6: I can tell you a time when my first impression of someone changed when 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 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>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</p>
<p>Spring 1 Dreams & Goals</p>	<p>Lesson 3: I understand how to work well with a partner</p>	<p>Lesson 3: I can recognise who I work well with and who it is more difficult for me to work with</p> <p>Lesson 4: I can work well in a group to create an end product</p> <p>I can work with other people in a group to solve problems</p> <p>Lesson 6: I know how contributing to the success of a group feels</p>		<p>Lesson 5: I can enjoy being part of a group challenge</p> <p>Lesson 6: I can identify the contributions made by myself and others to the group's achievement</p> <p>I know how to share in the success of a group</p>	<p>Lesson 2: I appreciate the contributions made by people in different jobs</p>	<p>Lesson 4: I can work with other people to help make the world a better place</p> <p>Lesson 5: I can describe some ways in which I can work with other people to help make the world a better place</p> <p>Lesson 6: I can give praise and compliments to other people when I recognise their contributions and achievements</p>
<p>Spring 2 Healthy Me</p>				<p>Lesson 1: I recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>Lesson 2: I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with</p>		
<p>Summer 1 Relationships</p>	<p>Lesson 2: I can identify what being a good friend means to me</p> <p>I know how to make a new friend</p> <p>Lesson 5: I can recognise my qualities as a person and a friend</p>	<p>Lesson 3: I can identify some of the things that cause conflict with my friends</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p>	<p>Lesson 1: I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>Lesson 2: I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener</p> <p>I know how to negotiate in conflict situations to try to find a win-win solution</p> <p>Lesson 6: I enjoy being part of a family and friendship groups</p>	<p>Lesson 4: I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p>		<p>Lesson 1: I understand that people can get problems with their mental health and that it is nothing to be ashamed of</p>
<p>Summer 2</p>						<p>Lesson 4: I know myself well enough to maintain positive</p>

Changing Me						relationships with others whilst still keeping my own identity
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Tolerance (Celebrating Difference) is taught explicitly through the Celebrating Difference puzzle, which helps children recognise that while we may differ in many ways, shared human and spiritual qualities connect us. Jigsaw encourages children not only to tolerate difference but to celebrate individuality—their own and that of others. From as young as three, children explore what makes every person unique, including differences in beliefs, feelings and values. Older children learn about aspects of the Equality Act, deepening their understanding of fairness and respect. When Jigsaw is embedded across the school, the Learning Charter supports respectful attitudes across all subjects, including Religious Education, showing that respect for difference is part of everyday school life.

Learning Objectives which explicitly teach Tolerance are mapped below.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Being Me in My World	Lesson 2: I know that I belong to my class	Lesson 2: I know how to help myself and others feel like we belong	Lesson 1: I value myself and know how to make someone else feel welcome and valued Lesson 3: I know how to make others feel valued	Lesson 1: I try to make people feel welcome and valued	Lesson 3: I can empathise with people in this country whose lives are different to my own	Lesson 1: I feel welcome and valued and know how to make others feel the same
Autumn 2 Celebrating Difference	Lesson 6: I understand differences make us all special and unique	Lesson 1: I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) Lesson 2: I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) Lesson 5: I understand that it is OK to be different from other people and to be friends with them I understand we shouldn't judge people if they are different Lesson 6: I understand these differences make us all special and unique	Lesson 5: I recognise that some words are used in hurtful ways I try hard not to use hurtful words (e.g. gay, fat)	Lesson 1: I understand that, sometimes, we make assumptions based on what people look like I try to accept people for who they are Lesson 2: I understand what influences me to make assumptions based on how people look	Lesson 1: I understand that cultural differences sometimes cause conflict I am aware of my own culture Lesson 2: I understand what racism is I am aware of my attitude towards people from different races, cultures and ethnicities Lesson 6: I can understand a different culture from my own I respect my own and other people's cultures	Lesson 2: I understand how being different could affect someone's life I am aware of my attitude towards people who are different to me Lesson 5: I can give examples of people with disabilities who lead amazing lives I appreciate people for who they are Lesson 6: I can explain ways in which difference can be a source of conflict and a cause for celebration I can show empathy with people in either situation
Spring 1 Dreams & Goals			Lesson 1: I can tell you about a person who has faced difficult challenges and achieved success I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability)		Lesson 4: I can describe the dreams and goals of young people in a culture different to mine Lesson 5: I 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 I appreciate the similarities and differences in aspirations between myself and young people in a different culture	
Spring 2 Healthy Me					Lesson 4: I understand how the media, social media and celebrity culture promotes certain body types	
Summer 1 Relationships	Lesson 1: I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me	Lesson 1: I accept that everyone's family is different and understand that most people value their family	Lesson 5: I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them			
Summer 2 Changing Me			Lesson 5: I can start to recognise stereotypical ideas I might have about parenting and family roles			