

# Personal, Social, Health, Economic (PSHE) Policy



This Policy was produced by the PSHE leads at Northwick Manor Primary School in consultation with the Head Teacher, Parents & SIB members of Northwick Manor Primary School.

September 2021

(To be reviewed September 2022)

## Our Intent:

At Northwick Manor we teach PSHE with 3 key driving questions in mind:

How can we prepare our pupils to live in the wider world?

How can we ensure that they build and sustain strong relationships?

How can we teach them to live healthily and make good life choices?

Instilling **AMBITION** and **ASPIRATION**, providing **OPPORTUNITY** and developing **PUPIL POWER** drives our curriculum. We want our pupils to be ready and prepared for a 21<sup>st</sup> Century world and the challenges that come with this.

At Northwick Manor Primary School, we acknowledge the importance of PSHE in aspects of everyday life. The PSHE (RSE) curriculum is designed so that it is accessible to all and supports every pupil's personal, emotional, social and mental well-being. This in turn helps them develop the skills to be better learners and every child then knows more, remembers more and connects learning. It is important that our PSHE learners understand what it means to be a global citizen **living in the wider world**.

We strive to give children a diverse range of experiences to allow them to appreciate and value different people, families and cultures. PSHE (RSE) by nature explores children's feelings, relationships and understanding of how important it is to become a responsible, active member of society.

The aim of our curriculum is to create learners who are empathetic and effective communicators. We do this through carefully planning and teaching quality lessons which allow children the opportunity to work collaboratively, value the benefits of a healthy lifestyle and promote wellbeing for all ages. Most importantly we want children to appreciate our world and work towards it being inclusive, safe, resilient and sustainable.

Northwick Manor's extended curriculum is developed further by using the **UN sustainable goals** as the impetus *so that* we ensure that pupils know and understand how they can be proactive global citizens and develop as responsible, respectful and tolerant individuals who are able to play their part and become actively involved in public life as adults in an ever-changing world. We want them to be responsible citizens and so the principles found within the UN sustainable goals provide an additional layer to our curriculum and feature in our broader extended curriculum i.e. through assemblies and whole school events, as well as a thread running through PSHE. Our overall curriculum design is underpinned by our school aims which focus on the 7 R's which enable our pupils in our community to thrive and become confident and independent learners.

## Curriculum aims

### Living in the wider world aims:

- To acknowledge and appreciate difference and diversity.
- To be independent, responsible and active members of the school, local and global community.
- To be positive and active members of a democratic society.
- To consider issues which may affect their own lives and/or the lives of others.

- To ensure responsible consumption and by reducing carbon footprint.

#### Health education aims:

- To be able to name parts of the body and describe how their bodies work.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand the role the media plays in forming attitudes.
- To understand what constitutes a safe and healthy lifestyle.
- To understand the importance of mental health and how to manage their emotions.

#### Relationships and sex education aims:

- To have the confidence and self-esteem to value themselves.
- To understand that there are a range of different relationships and that families of all types can provide love, security and stability.
- To be prepared for puberty.
- To understand the consequences of their actions and behave responsibly within relationships.
- To recognise that all relationships have ups and downs and be able to identify when relationships are unhealthy.

#### Teaching and Learning:

PSHE at Northwick Manor Primary School will follow our PSHE curriculum which can be found in Appendix A in addition PSHE will be taught through our Curriculum Drivers which are **Aspiration and Ambition**, **Opportunity** and **Pupil Power** found in Appendix B. Other supporting materials will be made available to staff, as and when is appropriate.

Northwick Manor Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Economic (PSHE) curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DCSF Sex and Relationship Guidance.

We also teach RSE through other subject areas (eg. Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

#### Implementation:

- We will promote respect for ourselves, others and school property through a consistent school behaviour policy;
- Tackle inappropriate behaviour in a fair and systematic way;

- Weekly Year and whole school Assemblies will be linked, whenever possible, to our school drivers, Star Values, British values and UN sustainable goals
- Pupils' achievements will be praised and rewarded in Congratulations Assembly weekly;
- Opportunities will be given to respond to significant issues which may arise within the class, school, locality, UK or globally, where this is deemed appropriate by the class teacher.
- All subject areas may contribute to the PSHE curriculum, although certain subjects may have a more significant role to play e.g. Science, Citizenship, History and R.E.
- Through special activities and events, for example theatre workshops tackling specific issues, such as bullying and residential trips where pupils have the opportunity to work together in a different context;
- The School Council and The Planet Ambassadors gives an opportunity for pupils to contribute and discuss their ideas and viewpoints concerning whole school issues.
- Election of Head and Deputy Boy and Girl, Prefects and Curriculum Monitors gives a wide range of Year Six children an opportunity to contribute to the running of the school and the development and monitoring of the curriculum.
- Visitors can share knowledge and experience with pupils so they can extend their perspective and viewpoint on issues. Visitors will be made aware of our school approach and resources they will use will be vetted prior to being shown to the children.

#### **Assessment:**

Informal assessment is carried out during the year. Each half term the children are given the opportunity to reflect, and record, on their achievement in that term's unit of work. Opportunities arise during class discussions, School Council meetings and in dealing with day to day issues to move pupils' learning or development on.

#### **Monitoring and Evaluation.:**

During subject reviews the following takes place:

- Scrutiny of children's work
- Monitoring of both medium and long-term planning
- Lesson observations
- Parents, pupil and staff voice
- Policy review
- Feedback to School Improvement Board (SIB)
- A curriculum review is made every three years which reports on achievements and indicates areas for further improvements.

### **Equal Opportunities and Inclusion:**

PSHE can make a significant contribution to Inclusion, particularly in its focus on promoting respect for all. All pupils at Northwick Manor Primary School Primary School will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, gender or ability. Where appropriate, activities will be differentiated to facilitate this.

### **Please read this in conjunction with:**

- Safeguarding Policy
- Behaviour Policy and Procedures
- Anti-Bullying Policy and Guidance
- British Values

## Appendix A:



### **NORTHWICK MANOR PRIMARY SCHOOL**



*Knowing more.....remembering more..... Connecting learning.....*

### **PSHE (RSE) Curriculum Long term overviews**

#### **PSHE (RSE) Intent:**

At Northwick Manor we teach PSHE with 3 key driving questions in mind:

*How can we prepare our pupils to live in the wider world?*

*How can we ensure that they build and sustain strong relationships?*

*How can we teach them to live healthily and make good life choices?*

We want to provide our pupils with a skillset that **empowers** them so that they **aspire** to live their best life and make the most of every **opportunity**.

At Northwick Manor Primary School, we acknowledge the importance of PSHE in aspects of everyday life. The PSHE (RSE) curriculum is designed in line with the national Curriculum so that it is accessible to all and supports every pupil's personal, emotional, social and mental well-being. This in turn helps them develop the skills to be better learners and every child then knows more, remembers more and connects learning. It is important that our PSHE learners understand what it means to be a global citizen **living in the wider world**.

We strive to give children a diverse range of experiences to allow them to appreciate and value different people, families and cultures. PSHE (RSE) by nature explores children's feelings, relationships and understanding of how important it is to become a responsible, active member of society.

The aim of our curriculum is to create learners who are empathetic and effective communicators. We do this through carefully planning and teaching quality lessons which allow children the opportunity to work collaboratively, value the benefits of a healthy lifestyle and promote wellbeing for all ages. Most importantly we want children to appreciate our world and work towards it being inclusive, safe, resilient and sustainable.

Our overall curriculum design is underpinned by the development of our school learning attitudes which focus on the 7 R's. These empower our pupils in our school to thrive and develop confident and independent learners. In years one and two pupils have additional opportunity to explore diversity and difference through 'celebrating diversity' lessons that dovetail with PSHE lessons.

Northwick Manor's extended curriculum is developed further by using the **UN sustainable goals** as the impetus *so that* we ensure that pupils know and understand how they can be proactive global citizens and develop as responsible, respectful and tolerant individuals who are able to play their part and become actively involved in public life as adults in an ever-changing world. We want them to be responsible citizens and so the principles found within the UN sustainable goals provide an additional layer to our curriculum and feature in our broader extended curriculum i.e. through assemblies and whole school events, as well as a thread running through PSHE.

## PSHE (RSE) guidance:

### Curriculum aims

#### Living in the wider world aims:

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- To consider issues which may affect their own lives and/or the lives of others.
- To ensure responsible consumption and by reducing carbon footprint.

#### Health education aims:







- To be able to name parts of the body and describe how their bodies work.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand the role the media plays in forming attitudes.
- To understand what constitutes a safe and healthy lifestyle.
- To understand the importance of mental health and how to manage their emotions.

#### Relationships and sex education aims:

- To have the confidence and self-esteem to value themselves.
- To understand that there are a range of different relationships and that families of all types can provide love, security and stability.
- To be prepared for puberty.

- To understand the consequences of their actions and behave responsibly within relationships.
- To recognised that all relationships have ups and downs and be able to identify when relationships are unhealthy.

**Key Learning: What will pupils get better at?**

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	<p>E-Safety lesson</p> <p><b>Living in the Wider World:</b> <b>Making Rules</b> Developing and understanding of how rules are made and set.</p> <p><b>Relationships and Sex education:</b> <b>Me, you and us.</b> Developing managing behaviour and feelings in order to make relationships.</p> 	<p>E-Safety lesson</p> <p><b>Relationships and Sex education:</b> <b>All about me</b> Developing an understanding of mutual respect towards themselves and others and how this impacts healthy friendships. Understanding how to recognise healthy friendships.</p> 	<p>E-Safety lesson</p> <p><b>Relationships and Sex education:</b> <b>Body Parts</b> Developing scientific language related to the body. Understanding of appropriate touching, being comfortable and uncomfortable (secrets), who do you tell?</p>	<p>E-Safety lesson</p> <p><b>Health Education:</b> <b>Hazards and risks</b> Developing the ability to identify hazards in the home and community, including water and road safety and understanding how to deal with these.</p> 	<p>E-Safety lesson</p> <p><b>Relationships and Sex education:</b> <b>Respect and Understanding relationships</b> Developing an understanding of the importance of self-respect, mutual respect in developing healthy relationships and how this links to their own happiness.</p>	<p>E-Safety lesson</p> <p><b>Health Education:</b> <b>First aid</b> Developing basic first aid skills including heart start CPR, understanding role of the emergency services and how to contact them.</p> 	<p>E-Safety lesson</p> <p><b>Health Education:</b> <b>Drugs and the Law.</b> Developing an understanding of drugs and how they can damage health and impact behaviour</p>  
<b>Key Golden Nuggets</b>							
<b>What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?</b>							
				To know that there is a difference between	To know what self-respect means and be	To know that it is important of be able to	To know how to identify legal and illegal drugs













<p>I know that if you are kind to others it makes you feel happier.</p>	<p>I know how to use the conventions of courtesy and manners</p> <p>I know that there are differences and similarities between people and I respect them.</p> <p>I know the characteristics of a healthy family life.</p> <p>I know that others families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.</p> <p>I know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>I know that healthy friendships are positive and welcoming towards others. The characteristics of friendship, include mutual respect, truthfulness, trustworthy, loyalty, kindness, generosity, trust, sharing interests.</p>	<p>To know the main parts of boys' and girls' bodies using the correct scientific terms.</p> <p>I know what 'no' and 'stop' mean.</p> <p>I know that people's bodies and feelings can be hurt.</p> <p>I know who to tell if you are worried that the rules about respecting people's bodies have been broken.</p> <p>To know that a stereotype is a fixed and over simplified idea of a person</p> <p>I know that you need to find out about a person to really know them.</p> <p>To know how to respect others' likes and dislikes, even if they are not the same as yours.</p> <p>To know that there are many different types of families.</p> <p>I know who to tell if I have any worries about my family.</p> <p>I know that things that might change in a person's life and how it might make them feel.</p>	<p>the terms, 'risk', 'danger' and 'hazard'</p> <p>To know how to keep physically and emotionally safe when near the road.</p> <p>To know how to keep physically and emotionally safe when near canals and rivers</p> <p>To know how to administer basic first aid skills.</p> <p>To know what to do in an emergency.</p>	<p>able to identify the qualities in themselves.</p> <p>To know that other people are special and differences are always respected.</p> <p>To know how to look after yourself emotionally and physically.</p> <p>To know how to identify a bully.</p> <p>To know how bullying impacts mental health</p> <p>To know the qualities needed to be a good friend.</p>	<p>administer first aid in the community</p> <p>To know how to make an efficient call to emergency services.</p> <p>To know the basic principles of first aid.</p> <p>To know how to recognise and help when someone is choking.</p> <p>To know how to recognise and help when someone is having an asthma attack.</p> <p>To know how to recognise and act when someone has a burn.</p>	<p>To know how to recognise the difference between drugs and medicines.</p> <p>To know that drugs can damage our health.</p> <p>To know why people, use drugs.</p> <p>To know the reasons why people, choose not to use drugs.</p> <p>To know that mixed messages about drug use in the media exist.</p>
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### Connecting Learning


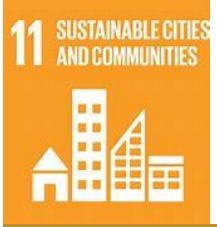








Year 1: All about me	EYFS: Me, you and us/ Healthy me	EYFS: Growing up Year 5: Pre-puberty	Year 5: Basic first aid.	EYFS: Me, you and us Year 1: All about me	Year 3: Diverse families	EYFS: Healthy me Year 4: Mental Health
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	Year 4: Respect and Understanding relationships	Year 3: Healthy relationships Year 4: Respect and Understanding relationships	Year 6: RSE Puberty		Year 3: Healthy relationships	Year 1: Understanding the world Year 2: What is diversity?	
AUTUMN 2	<p><b>Health Education:</b> <b>Healthy me</b> Developing an understanding of Mental health, healthy eating, bullying and healthy relationships.</p> 	<p><b>Relationships and Sex education:</b> <b>All about me</b> Developing an understanding of a healthy family and exploring different families. Developing an understanding of gender differences and how they are viewed in society.</p> 	<p><b>Health Education:</b> <b>Basic hygiene</b> Developing an understanding of illnesses and vaccinations. Developing an understanding of differences in body image – with a link to online.</p> 	<p><b>Relationships and Sex education:</b> <b>Healthy relationships</b> Developing an understanding of personal boundaries and the different emotions throughout friendships including how our actions can affect others. Developing to ability to control different emotions in a range of difference contexts to improve or support respectful relationships (conflict resolution). Understanding what type of physical contact is appropriate.</p> 	<p><b>Relationships and Sex education:</b> <b>Respect and Understanding relationships</b> Developing understanding of how important friendships are for your emotional wellbeing and how to maintain happy, positive friendships. Recognising unhealthy relationships including friends/family</p> 	<p><b>Living in the Wider World:</b> <b>Money, money, money.</b> Understanding the role money plays in society including the link between jobs and money in UK and abroad.</p>  	<p><b>Health Education:</b> <b>Drugs and the Law.</b> Developing resilience in order to resist peer pressure impacting their choices. Identifying anti-social behaviour is ways we can avoid it.</p> 
<p><b>Key Golden Nuggets</b></p> <p><b>What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?</b></p>							

<p>To know what foods are healthy.</p> <p>To know that exercise can make you feel better</p> <p>To know what mental health is.</p> <p>To know what bullying is.</p> <p>To know how to identify bullying behaviour.</p>	<p>I know how to identify and respect the differences and similarities between people.</p> <p>To know how to link similarities and differences between themselves and others regarding their families, beliefs and goals.</p> <p>To know how to belong to different groups and communities.</p>	<p>To know how to discuss and practise the importance of personal hygiene.</p> <p>To know how some diseases are spread and can be controlled.</p> <p>To know the responsibilities, they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>To know how to identify what is safe on line and who to ask for advice and help.</p>	<p>To know how to recognise and respond appropriately to a wide range of feelings in others.</p> <p>To know what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To know how to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To know how to recognise different types of relationships.</p> <p>To know that civil partnerships and marriages are examples of the commitment made between two people who love and care for each other and want to spend their lives together.</p>	<p>To know feel confident to raise their own concerns and show mutual respect to other points of view.</p> <p>To know understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>To know different types of <b>relationship</b>, including those between acquaintances, friends, relatives and families.</p> <p>To know how to seek support when unhealthy <b>relationships</b> arise.</p> <p>To know that feelings can impact their own and others' happiness.</p>	<p>To know the role money plays in theirs and others' lives.</p> <p>To know how to manage money.</p> <p>To know how to be a critical consumer.</p> <p>To know that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>To know how they can make more sustainable consumer choices.</p>	<p>To know how to make informed decisions about their health.</p> <p>To know utilise adult and peer support when talking about my health and ways to express their feelings clearly.</p> <p>To know how to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>To know that a range of substances can damage their health.</p> <p>To know develop problem-solving strategies for dealing with emotions including peer-pressure.</p>
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### Connecting Learning

<p>Year 1: All about me Year 3: Healthy relationships Year 4: Respect and Understanding relationships</p>	<p>EYFS: Me, you and us/ Healthy me Year 3: Healthy relationships Year 4: Respect and Understanding relationships</p>	<p>EYFS: Looking after ourselves Year 5: First Aid</p>	<p>Year 4: Changes in relationships Year 4: Respect and Understanding relationships</p>	<p>Year 3: Healthy relationships</p>	<p>Year 1: Money</p>	<p>EYFS: Healthy me Year 4: Mental Health</p>
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<p><b>SPRING</b> <b>1</b></p>	<p>Revisit E-Safety lesson</p> <p><b>Health Education:</b> <b>Looking after ourselves</b> Developing an understanding of Medicine, Online safety, stranger danger, road safety and water safety, vaccinations, sun safety</p>	<p>Revisit E-Safety lesson</p> <p><b>Health Education:</b> <b>Keeping myself healthy</b> Developing an understanding of the things they can do to keep themselves healthy including, eating, hygiene, sleep and exercise.</p> 	<p>Revisit E-Safety lesson</p> <p><b>Living in the Wider World:</b> <b>Problematic plastic</b> Protecting the environment by debating house building vs green spaces. Understanding ways to be environmentally friendly.</p>    	<p>Revisit E-Safety lesson</p> <p><b>Relationships and Sex education:</b> <b>Diverse families</b> Developing an understanding that families are important because they can give love, security and stability, that marriage represents a formal commitment of two people. Identify stereotypes and how they can be unfair, negative or destructive Developing an awareness of what to do if family makes them feel unhappy or unsafe, and how to seek help or advice from others if needed (physical contact).</p>  	<p>Revisit E-Safety lesson</p> <p><b>Health Education:</b> <b>Mental Health</b> Developing a critical eye when considering the media including social media and the news. Developing an understanding of how habits can be hard to change. Developing an understanding of how to manage dares.</p> 	<p>Revisit E-Safety lesson</p> <p><b>Living in the Wider World:</b> <b>Communities and responsibilities</b> Developing a broad understanding of different communities, their rights and responsibilities and the rights of a child.</p> 	<p>Revisit E-Safety lesson</p> <p><b>Health Education:</b> <b>Managing stress.</b> Recognising what stress is and how stress impacts on emotional health. Develop different coping strategies for dealing with stressful situations. Identify what stress feels like and know who and how to ask for help.</p> 
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### Key Golden Nuggets

#### What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

<p>To know what medicine is.</p> <p>To know how to protect yourself on line.</p> <p>To know what stranger danger is.</p> <p>To know that roads can be dangerous and how to cross safely</p> <p>To know that water is dangerous and how to behave safely around it.</p> <p>To know that sun cream is important to protect your skin.</p> <p>To know what a vaccination is and how it protects you from illness.</p>	<p>Keeping myself healthy</p> <p>To know what a healthy diet consists of.</p> <p>To know how important sleep is to maintain good health.</p> <p>To know that physical exercise is very important</p> <p>To know that hygiene is important to physical health.</p>	<p><b>Problematic plastic</b></p> <p>To know hazards presented to natural environments and living things by plastic pollution</p> <p>To know ways to reduce plastic in their everyday lives</p> <p>To know the un goals remember the three R's</p> <p>To know how energy is used in the home and discover simple strategies to conserve energy</p> <p>To know how to improve an area on environmental improvement within the school</p>	<p>Diverse families</p> <p>To know that families are important because they give security and love.</p> <p>To know that marriage represents a formal commitment of two people.</p> <p>To know what stereotypes are.</p> <p>To know that stereotypes can be negative, unfair or destructive.</p> <p>To know there are all different types of family units.</p> <p>To know what to do if family makes them feel unhappy. And where to seek help.</p>	<p>To know how to deal with change.</p> <p>To know there are a range of emotions.</p> <p>To know what mental wellbeing is.</p> <p>To know what a respectful relationship is.</p> <p>To know how to manage a situation with dares and how to keep yourself safe.</p>	<p><b>Global Citizenship.</b></p> <p>To know what a global citizen is.</p> <p>To know how different communities around the world work.</p> <p>To know the rights of different communities around the world.</p> <p>To know the rights of the child around the world.</p>	<p>To know the term 'mental health' and recognise ways to look after their own.</p> <p>To know the causes of stress and recognise/appreciate who is affected by it.</p> <p>To know how to demonstrate resilience when faced with difficulties in their lives.</p> <p>To know how to recognise how their behaviour may change when faced with a new challenge</p> <p>To know how puberty can change their relationships with the people around them.</p>
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### Connecting Learning

	<p>Year 1: Keeping myself healthy Year 2: Basic hygiene Year 5: First aid</p>	<p>EYFS: Looking after ourselves Year 2: Basic hygiene Year 5: First aid</p>	<p>EYFS: Looking after the world around us Year 6: Global sustainability</p>	<p>Year 5: Global citizenship  Year 1: What is tolerance? Year 2: What is tolerance? Year 2: Refugees and Asylum seekers</p>	<p>Year 6: Drugs and the law.</p>	<p>EYFS: Looking after ourselves Year 1: Keeping myself healthy Year 2: Basic hygiene</p>	<p>EYFS: Looking after ourselves Year 1: Keeping myself healthy</p>
<p><b>SPRING</b> <b>2</b></p>	<p><b>Living in the Wider World:</b> <b>Looking after the world around us</b> Developing practical ways to become more environmentally friendly by considering reduce, recycle, reuse.</p> 	<p><b>Health Education:</b> <b>Online healthy me</b> Developing our understanding of e-safety, knowing what to do when you don't feel comfortable and limiting screen time.</p> 	<p><b>Living in the Wider World:</b> <b>Real world</b> Identifying personal strengths and areas for improvement. Developing an understanding in exploring the variety of jobs that are equally available to all people. Exploring how individual people have changed the world, considering jobs we would like to do and how it helps the world. Stereotypes within jobs.</p> 	<p><b>Health Education:</b> <b>Keeping safe online.</b> Developing an understanding of why games/videos have age restrictions and recognise what games are safe and appropriate for my age.</p> 	<p><b>Relationships and Sex education:</b> <b>Changes in relationships and my mental health.</b> Developing an understanding that mental wellbeing is a normal part of daily life, in the same way as physical health. Consider practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>  	<p><b>Living in the Wider World:</b> <b>Democracy</b> Understand the importance why we have rules and laws, that different rules and laws apply and are enforced in different places and in different situations.</p>  	<p><b>Health Education:</b> <b>Managing stress.</b> Developing a range of strategies to recognise and reduce stress. Recognising and avoid stressful situations where possible.</p> 







**Key Golden Nuggets**

**What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?**

<p>To develop practical ways to become more environmentally friendly by considering reduce, recycle, reuse</p>	<p>To know that too much screen time can be damaging to your physical and mental health.</p> <p>To know that screen time can be addictive.</p> <p>To know what to do when you see or hear something on line makes you upset or uncomfortable.</p> <p>To know what e safety is</p>	<p>To know what your personal strengths and weaknesses are.</p> <p>To know what jobs are equally available to all people regardless of gender.</p> <p>To know how individual people have changed the world.</p> <p>To know what jobs, you would like to do and how it would impact the world.</p>	<p>Keeping safe online.</p> <p>To know why video games and social media have age restrictions.</p> <p>To know which games are safe and appropriate.</p> <p>To know that social media platforms can damage your mental health.</p>	<p>To know that social media can manipulate body image. And how to have a critical eye.</p> <p>To know that mental health is equally important as physical health.</p> <p>To know practical steps to help mental health.</p>	<p>To know why we have rules and laws</p> <p>To know that different rules and laws apply in different places and in different situations.</p> <p>To know how laws are made</p> <p>To know how to campaign for a law to be created</p> <p>To know how the rules and laws in our country are enforce</p>	<p>Managing stress</p> <p>To know what stress is and how it affects the body.</p> <p>To know how to identify stressful situations.</p>
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**Connecting Learning**

<p>Year 2: Problematic plastic Year 6: Global citizenship</p>	<p>Year 3: Keeping safe online 987</p>	<p>Year 1: Our values  Year 2: Refugees and Asylum seekers</p>	<p>Year 1: Online healthy me Year 2: Friendships online Year 4: Current affairs</p>	<p>Year 3: Healthy relationships  Year 1: Internation Womens Day Year 2: Internation Womens Day</p>	<p>Year 4: Current affairs  Year 2: Refugees and Asylum seekers</p>	<p>EYFS: Looking after ourselves Year 1: Keeping myself healthy</p>
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<p><b>SUMMER</b> <b>1</b></p>	<p><b>Relationships and Sex education:</b> <b>Growing up</b> Developing an understanding of transition, growing up, baby to now, independence, appropriate touching (Pants).</p> 	<p><b>Living in the Wider World:</b> <b>Our Values</b> Developing a range of different values and understanding that people have a range of values, adopting different values to live by.</p>  	<p><b>Relationships and Sex education:</b> <b>Friendships online</b> Developing ways we use the internet including stranger danger, online peer pressure, etiquette online and sharing information online (who is it safe to share info with – safer strangers).</p>	<p><b>Living in the Wider World:</b> <b>Food glorious food</b> Understanding food and their effect on our body including pre-puberty Developing an understanding of food, the labels and nutrition.</p>  	<p><b>Living in the Wider World:</b> <b>Current affairs</b> Developing an understanding of how social media and the news can mislead. Identifying reliable sources to use.</p>  	<p><b>Relationships and Sex education:</b> <b>Puberty</b> Developing an understanding of physical and emotional pre-puberty changes to the body including periods. Developing independence and personal responsibility.</p>	<p><b>Relationships and Sex education:</b> <b>RSE – Puberty</b> Developing knowledge and understanding of physical and emotion changes during puberty for boys and girls.</p>
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**Key Golden Nuggets**

**What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?**








<p>To know that you change when you grow up To know the phases from baby to what they are now  To know the pants rule  To know the difference between appropriate and inappropriate touch</p>	<p>To know how celebrate special occasions?  To know the difference differences between secrets and surprises?  To know that you can have good secrets and bad secrets?</p>	<p>To know how information and data is shared and used online  To know that people sometimes behave differently online, including by pretending to be someone they are not.</p>	<p>To know what constitutes a safe and healthy lifestyle; To know how to compare and contrast food labels and make an informed choice of which is healthier.</p>	<p>To know that information on social media can misrepresent or mislead,  To know and recognise fake news.  To know what current affairs are.</p>	<p>To know that our bodies change when we reach puberty.  To know how to identify our body changes and that they are different in boys and girls,</p>	<p>To know who to talk to about our body changes.  To know that emotions are linked to hormones and how to manage them.  To know that our body changes between the ages of 9 and 16 and there is no set time frame.</p>
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		<p>To know how to tell when people feel safe or unsafe?</p> <p>To know that some people feel happy or unhappy about the same things?</p> <p>To know body parts and know which parts should be private</p> <p>To know the difference between appropriate and inappropriate touch</p> <p>To know that they have the right to say "no" to unwanted touch</p> <p>To know who they trust and who they can ask for help</p>	<p>To know That the same principles apply to online relationships as to face-to-face relationships. Including the importance of respect for others online including when we are anonymous.</p> <p>To know what peer pressure is.</p>	<p>To know the effect sugar has on your body.</p> <p>To know why our body needs fuel (food/nutrition)</p> <p>To know that changes to our body (pre-puberty) and at different stages of growth we need varying amounts of fuel.</p>	<p>To know how different sources of news select their information to suit their target audience</p>	<p>To know that girls start their periods and this can be at any age between 9 and 16</p> <p>To know who to talk to about our body changes.</p> <p>To know that emotions are linked to hormones and how to manage them.</p>	<p>To know what a healthy sexual relationship looks like.</p> <p>To know that a relationship can be made up of men and women, women and women and men and men and all relationships should be loving, safe and equal</p> <p>To know the scientific process and correct scientific words used in sexual intercourse.</p>
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### Connecting Learning

	<p>Year 2: Body parts</p> <p>Year 5: Pre-puberty</p> <p>Year 6: RSE Puberty</p>	<p>Year 2: Real world</p>	<p>Year 1: Online healthy me</p> <p>Year 4: Current affairs</p>	<p>Year 1: Keeping myself healthy</p>	<p>Year 1: Online healthy me</p> <p>Year 3: Keeping safe online</p>	<p>EYFS: Growing up</p> <p>Year 2: Body parts</p> <p>Year 6: RSE Puberty</p>	<p>EYFS: Growing up</p> <p>Year 2: Body parts</p> <p>Year 5: Pre-puberty</p>
<p><b>SUMMER 2</b></p>	<p><b>Relationships and Sex education:</b></p> <p><b>Growing up</b></p> <p>Developing an understanding of transition, growing up, baby to now, independence, appropriate touching (PANTS).</p>	<p><b>Living in the Wider World:</b></p> <p><b>Money</b></p> <p>Developing knowledge of money and use a range of money-related vocabulary.</p> <p>Understanding what money can/can't buy.</p>	<p><b>Health Education:</b></p> <p><b>Making choices and Emotional Literacy</b></p> <p>Developing an understanding of the impact of their behaviour on themselves and others. Understanding how to get support in times of need.</p>	<p><b>Living in the Wider World:</b></p> <p><b>Where does food come from?</b></p> <p>Showing an understanding of where various foods come from across the world, that economic choices affect individual and</p>	<p><b>Living in the Wider World:</b></p> <p><b>Current affairs</b></p> <p>Developing an understanding of fake news and how to identify it, develop criticality of different sources.</p>	<p><b>Relationships and Sex education:</b></p> <p><b>Pre-puberty</b></p> <p>Developing an understanding and identify physical and emotional pre-puberty changes to the body.</p> <p>Developing an understanding of</p>	<p><b>Living in the Wider World:</b></p> <p><b>Global sustainability.</b></p> <p>Developing an understanding of 'weather' and 'climate' and explore some of the factors which affect them.</p>

			<p>Developing an understanding of tricky feelings.</p> 	<p>communities. Developing a knowledge of Fairtrade.</p>   		<p>different responsibilities.</p>	

## Key Golden Nuggets

### What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

<p>To know that you change when you grow up</p> <p>To know the phases from baby to what they are now</p> <p>To know the pants rule</p> <p>To know the difference between appropriate and inappropriate touch</p>	<p>I know a range of money-related vocabulary?</p> <p>I know where money comes from?</p> <p>I know the difference between needs and wants?</p> <p>I know why saving money can be important?</p> <p>I know how important values that money cannot buy?</p>	<p>I know how to develop an understanding of change and loss and the associated feelings?</p> <p>I know how to recognise that my behaviour can affect other people?</p> <p>I know how to recognise when people are being unkind either to me or others, how to respond, who to tell and what to say?</p> <p>I know how to say and describe if behaviour is joking, teasing or bullying.</p> <p>I know how to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable?</p> <p>I know how to use strategies to resist teasing or bullying?</p>	<p>To know that various foods come from across the world.</p> <p>To know that economic choices affect individual and communities.</p> <p>To know that Fairtrade and the impact on communities making good food choices ha.</p>	<p>To know how information on social media can misrepresent or mislead.</p> <p>To know that news can be fake new.</p> <p>To know what current affairs are</p> <p>To know that different sources of news select their information to suit their target audience.</p>	<p>To know that our bodies change when we reach puberty.</p> <p>To know how to identify our body changes and that they are different in boys and girls,</p> <p>To know that girls start their periods and this can be at any age between 9 and 16</p> <p>To know who to talk to about our body changes.</p> <p>To know that emotions are linked to hormones and how to manage them.</p>	<p>To know what climate change is</p> <p>To know how climate can affect the future</p> <p>To know that we have choices and can make a difference.</p>
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**Connecting Learning**

	Year 2: Body parts Year 5: Pre-puberty Year 6: RSE Puberty	Year 5: Money, money, money	Year 4: Changes in relationships	Year 1: Keeping myself healthy	Year 1: Online healthy me Year 3: Keeping safe online	EYFS: Growing up Year 2: Body parts Year 6: RSE Puberty	EYFS: Looking after the world around us Year 2: Problematic plastic
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## Appendix B:

### Curriculum Drivers – Global Citizens.

CURRICULUM DRIVERS - GLOBAL CITIZEN						
Key curriculum aims/Intent	ASPIRATION AND AMBITION <i>'I want to raise my game and be the best that I can be.....'</i>		OPPORTUNITY <i>'I want to know and do new things and be ready for everything'</i>		PERSONAL POWER <i>'I want to get on well with others and make a difference'</i>	
	Northwick learners will have:	High expectations of themselves that leads to high engagement and enthusiasm	Resilience and a thirst for lifelong learning	Skills needed for a 21 <sup>st</sup> Century world	The ability to apply new skills in different contexts	Confidence and the ability to work Collaboratively
Curriculum implementation Northwick learners will learn through:	Relevant and meaningful contexts for learning  High quality texts in English  Enriching educational experiences	7 'R's Focus on learning behaviours  MAT STARS values  A Growth Mind-set-wanting to be the best that they can be	Enterprise projects  Technology  Emphasis on strong inter/intra personal skills	Opportunities to deepen learning i.e. reasoning and problem solving  Making connections within learning  Exposure to the best that has been thought and said	Quality First classroom teaching strategies  Opportunities for performance  Engaging with the community	Pupil conferencing  A consistently applied behaviour policy  Applying democratic principles  Emphasis on British Values  Caring for the world - Planet Ambassadors  PSHE and the emphasis on the development of empathy

'Raising Our Game' is Northwick Manor Primary School's motto. We aim to work hard to achieve the very best in everything we do from our academic and sporting goals to being a good friend to those around us. This all relies on fostering positive learning attitudes.

We focus on the '7 Rs';

- Risk taking
- Reflectiveness
- Relationships
- Resilience
- Responsibility,
- Resourcefulness
- Readiness to learn

At Northwick Manor Primary School we believe that through encouraging and honing skills in each of these areas, our pupils will be independent and confident learners. Each pupil attends a cohort assembly at the beginning of the half term focussing on the 'R' which is incorporated in that specific unit of work. During the half term, PSHE lessons are based around the same 'R', giving the pupils chance to participate in risk taking or team activities, giving them special jobs to take responsibility for, or challenging them to a task that might require them to 'try, try, try again.' The pupils then gain a greater understanding of what that skill looks like in context and they can continue to build on this skill in whatever they do.

At the end of the half term pupils can celebrate their achievements in the 'Worker Bee' assembly; they write down an example of how they have developed their skills in the focus 'R' and are congratulated by the school.

Raising our Game is also linked to our behaviour policy. If a pupil demonstrates any of the 7 Rs they are given a 'Think Five' point which can be exchanged for prizes such as a school badge, pencil case, teddy bear or football. As a result of consistent reinforcement the pupils at Northwick Manor Primary School strive to develop positive attitudes for learning.