



# The Northaw Curriculum

## Personal, social, health and economic education

*No one has ever seen God, but the one and only Son, who is himself God and is in closest relationship with the Father, has made him known.*

John 1:18  
New International Version

At Northaw, we aim to follow the statutory national curriculum, guidance on relationships and health education, and framework for the early years foundation stage, and the Church of England statement of entitlement through The Northaw Curriculum, which comprises all learning and other experiences, the hidden curriculum, that we plan for our pupils. Programmes of study are enhanced by added value, learning sequences and progression frameworks.

At Northaw, we see pupils as discoverers, exploring subjects. The core subjects are English, mathematics and science. The other foundation subjects are art and design, computing, design and technology, languages (French), geography, history, music; personal, social, health and economic education (including relationships education), physical education and religious education. They build on the areas of learning and development in the early years foundation stage. The prime areas are communication and language, physical development, and personal, social and emotional development. The specific areas are literacy, mathematics, understanding the world, and expressive arts and design.

At Northaw, we are committed to providing an ambitious, inclusive, broad and balanced curriculum rooted in Christian values that endows every child with the knowledge and cultural capital, skills, understanding and vocabulary to fulfil their potential while nurturing well-being, and prepares them for citizenship, future learning and employment, and lifelong faith. Equally designed to meet the needs of pupils whose attainment is significantly above the expected standard, the particularly disadvantaged and those with SEND, our curriculum is demanding, setting suitable challenges and overcoming would-be barriers to achieve the best possible outcomes consistently for all. Building on our Christian vision, The Northaw Curriculum affords space for a deepening spiritual awareness, the development of moral attitudes and a strengthened sense of community. Coherently sequenced, our curriculum frees teachers to deliver clear, engaging lessons, adapted when necessary to address both gaps and misconceptions, and promote appropriate discussion in environments focused on pupils who produce high-quality work and are supported to retain content and acquire mastery. Phonics and reading are prioritised, allowing pupils to access the full education offer; opportunities to develop fluency in mathematics and English across the curriculum bolstered by enhanced learning powers (the 6Rs) lead to success in life. Integrated with our curriculum, daily acts of collective worship are occasions for personal reflection, communal growth and further exploration of life's big questions, sitting alongside academic progress.

## Purpose of study

Personal, social, health and economic education helps pupils develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society, and manage many of the most critical opportunities, challenges and responsibilities they will face growing up. A growing body of research shows that pupils who are emotionally healthy do better at school. Personal, social, health and economic education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. Personal, social, health and economic education also helps pupils to develop skills and aptitudes – like teamwork, communication, and resilience – that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.

## Added value

At Northaw, we follow Jigsaw, a mindful approach to personal, social, health and economic education while observing our distinctive faith perspective on relationships; however, we use the term Life Skills (a skill that is necessary or extremely useful to manage well in daily life) as this has significantly greater meaning for the children. Before the summer term each year, we endeavour to provide parents and carers with additional information on relationships education from Jigsaw. We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We participate in Anti-Bullying Week, Hello Yellow (World Mental Health Day), Neurodiversity Celebration Week, Pride Month – a month dedicated to celebrating LGBTQ+ communities all around the world – and World Autism Acceptance Month. Well-being is carefully nurtured through the five ways to well-being and Feeling Good Week. Forest school is timetabled weekly in early years foundation stage and key stage 1. Watford Community Sports & Education Trust deliver Positive Minds for well-being in year 6.

## Aims

The Northaw Curriculum for personal, social, health and economic education aims to ensure that all pupils:

- develop effective relationships
- assume greater personal responsibility
- manage personal safety, including online
- manage the physical and emotional changes at puberty
- are introduced to a wider world
- can make an active contribution to their communities.

## Early years foundation stage – nursery and reception

### Personal, social and emotional development

#### *Self-regulation*

Children at the expected level of development will:

- show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### *Managing self*

Children at the expected level of development will:

- be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- explain the reasons for rules, know right from wrong and try to behave accordingly
- manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### *Building relationships*

Children at the expected level of development will:

- work and play cooperatively and take turns with others
- form positive attachments to adults and friendships with peers
- show sensitivity to their own and to others' needs.

Children in nursery will be learning to:	Examples of how we support this:
Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	<p>Respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. One example of this might be starting the year with light hammers, plastic golf tees and playdough. This equipment will offer children a safe experience of hammering. Wait until the children are ready to follow instructions and use tools safely. Then you could introduce hammers with short handles, nails with large heads, and soft blocks of wood.</p> <p>Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join</p>

	in, such as folding paper to make animals, sewing or weaving.
Develop their sense of responsibility and membership of a community.	Give children appropriate tasks to carry out.  Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.
Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations.	Invite trusted people into the setting to talk about and show the work they do.  Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship.
Play with one or more other children, extending and elaborating play ideas.  Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Involve children in making decisions about room layout and resources. Suggestion: you could set up a special role-play area in response to children’s fascination with space. Support children to carry out decisions, respecting the wishes of the rest of the group.  Further resource and enrich children’s play, based on their interests.  Suggestion: children often like to talk about their trips to hairdressers and barbers. You could provide items that reflect different ethnicities, such as combs and brushes etc. to stimulate pretend play around their interests.  Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation.  Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.
Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them.	Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table.
Develop appropriate ways of being assertive. Talk with others to solve conflicts.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them.

	<p>Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.</p>
<p>Understand gradually how others might be feeling.</p>	<p>Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"</p>
<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Start eating independently and learning how to use a knife and fork.</p>	<p>Provide babies and toddlers with lots of opportunities to feed themselves. Encourage them to dress and undress independently. Be patient, do not rush and take time to talk about what they are doing and why: "It's a bit cold and wet today – what do we need to wear to keep warm and dry?"</p> <p>At meal and snack times, encourage children to try a range of foods as they become more independent eaters. Encourage children to help with carrying, pouring drinks, cleaning and sorting.</p> <p>Encourage young children's personal decision-making by offering real choices – water or milk, for example. They can comment on how to eat healthily, listen to children's responses and develop conversations about this.</p> <p>Encourage good eating habits and behaviours, such as not snatching, sharing and waiting for a second helping.</p>
<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.</p>
<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme.</p>

	<p>Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.</p>
<p>Children in reception will be learning to: See themselves as a valuable individual.</p>	<p>Examples of how we support this: Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.  Take opportunities in class to highlight a child's interests, showing you know them and about them.</p>
<p>Build constructive and respectful relationships.</p>	<p>Make sure children are encouraged to listen to each other as well as the staff.  Ensure children's play regularly involves sharing and cooperating with friends and other peers.  Congratulate children for their kindness to others and express your approval when they help, listen and support each other.  Allow children time in friendship groups as well as other groupings.  Have high expectations for children following instructions, with high levels of support when necessary.</p>
<p>Express their feelings and consider the feelings of others.</p>	<p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.  Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.  Undertake specific activities that encourage talk about feelings and their opinions.</p>
<p>Show resilience and perseverance in the face of challenge.</p>	<p>Offer constructive support and recognition of child's personal achievements.  Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.  Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that</p>

	<p>mistakes are an important part of learning and going back is trial and error not failure.</p> <p>Help children to set own goals and to achieve them.</p>
Identify and moderate their own feelings socially and emotionally.	<p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.</p> <p>Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</p>
Think about the perspectives of others.	<p>Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>

In the early years foundation stage, personal, social, health and economic education is not taught discreetly but through following children’s interests, planned topics, and curriculum ambitions linked to activity zones and unpacked as core skills. Progress is logged on Tapestry.

### Early years foundation stage planned topics

	Autumn	Spring	Summer
Year A	<p>All about me Harvest Diwali Christmas</p>	<p>Growing Lunar New Year Shrove Tuesday Easter</p>	<p>Once upon a time Bear topic When I grow up Be active week</p>
Year B	<p>Welcome to Acorns Harvest Under the sea Christmas</p>	<p>Spring We are scientists Shrove Tuesday Easter</p>	<p>Tell me a story Express yourself Moving on Be active week</p>

**Early years foundation stage curriculum ambitions**

Activity zones	Curriculum ambitions	Core skills
Creative area	<p>Collaborate with a friend to make something from reclaimed materials</p> <p>Independently paint a picture using watercolour and poster paints</p>	<ul style="list-style-type: none"> <li>• To be able to cut accurately using scissors</li> <li>• To be able to select and use the most appropriate type of glue</li> <li>• To be able to use a range of joining techniques</li> <li>• To be able to effectively use watercolour and poster paints independently</li> <li>• To make choices independently</li> </ul>
Role play/small world	Use imagination to re-enact familiar and unfamiliar roles and experiences	<ul style="list-style-type: none"> <li>• To be able to develop and extend a narrative</li> <li>• To be able to engage with purposeful symbolic play</li> <li>• To use familiar vocabulary</li> </ul>
Sand/water	Create imaginative and intricate structures using an understanding of properties of sand and water	<ul style="list-style-type: none"> <li>• To be able to grasp, hold and carry containers</li> <li>• To be able to manipulate sand creatively</li> <li>• To be able to move water successfully from one place to another</li> <li>• To know that the texture of sand changes when water is added</li> </ul>
Construction	Build an intricate, stable model with friends or independently	<ul style="list-style-type: none"> <li>• To be able to select and use a range of fixing and joining materials</li> <li>• To seek help from peers</li> <li>• To talk about what they are doing and give instructions</li> </ul>
Malleable	Use Play-Doh to plan and make a model of something in which you are interested	<ul style="list-style-type: none"> <li>• To be able to manipulate Play-Doh skilfully</li> <li>• Knows how to select and use different tools to make marks and help manipulate the Play-Doh</li> </ul>
Music and dance	Enjoy creating musical and dramatic performances	<ul style="list-style-type: none"> <li>• To know some rhymes and songs</li> <li>• To be able to move rhythmically</li> </ul>

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		<ul style="list-style-type: none"> <li>• To be able to use their imagination</li> <li>• To know about places performances take place</li> </ul>
Physical	<p>Ride a two-wheeled bike safely and confidently</p> <p>Move confidently across the A-frame/trapeze/monkey bars/climbing frame/tree</p>	<ul style="list-style-type: none"> <li>• To hold own body weight</li> <li>• To have strong core balance</li> <li>• To have good spatial awareness</li> <li>• To understand about the safety of others</li> </ul>
Cooking	Follow a recipe to make a cake	<ul style="list-style-type: none"> <li>• To know that text and images convey meaning</li> <li>• To be able to coordinate hand-eye and fine motor skills to mix and pour</li> <li>• To be able to select the right utensils</li> </ul>

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject content

### Key stages 1 and 2 – years 1 to 6

#### Key stages 1 and 2 programme of study

Relationships education

##### *Families and people who care for me*

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

##### *Caring friendships*

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

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### *Respectful, kind relationships*

#### Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

### *Online safety and awareness*

#### Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

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5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

### *Being safe*

#### Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

### Health and wellbeing

#### *General wellbeing*

#### Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their

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own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

10. That it is common to experience mental health problems, and early support can help.

### *Wellbeing online*

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

### *Physical health and fitness*

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

### *Healthy eating*

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.

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4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### *Drugs, alcohol, tobacco and vaping*

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

### *Health, protection and prevention*

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

### *Personal safety*

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

### *Basic first aid*

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

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## Developing bodies

### Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
3. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

### Key stage 1 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A/2	<b>Being me in my world:</b> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	<b>Celebrating difference:</b> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	<b>Dreams and goals:</b> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	<b>Healthy me:</b> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	<b>Relationships:</b> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	<b>Changing me:</b> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year B/1	<b>Being me in my world:</b> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	<b>Celebrating difference:</b> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	<b>Dreams and goals:</b> 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	<b>Healthy me:</b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	<b>Relationships:</b> 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	<b>Changing me:</b> 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

Personal, social, health and economic education is timetabled for at least 30 minutes every week. Each pupil has a Jigsaw Journal. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth (GDS) for their year group.

### Key stage 1 progression framework

#### Year A

##### *Being me in my world*

- I can explain why my behaviour can impact on other people in my class.
- I can compare my own and my friends' choices and can express why some choices are better than others.

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### *Celebrating difference*

- I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.
- I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.

### *Dreams and goals*

- I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.
- I can explain how it felt to be part of a group and can identify a range of feelings about group work.

### *Healthy me*

- I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.
- I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.

### *Relationships*

- I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.
- I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.

### *Changing me*

- I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.
- I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.

## Year B

### *Being me in my world*

- I can explain why my class is a happy and safe place to learn.
- I can give different examples where I or others make my class happy and safe.

### *Celebrating difference*

- I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.
- I can explain what bullying is and how being bullied might make somebody feel.

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### *Dreams and goals*

- I can explain how I feel when I am successful and how this can be celebrated positively.
- I can say why my internal treasure chest is an important place to store positive feelings.

### *Healthy me*

- I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.
- I can give examples where being healthy can help me feel happy.

### *Relationships*

- I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.
- I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.

### *Changing me*

- I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.
- I can explain why some changes I might experience might feel better than others.

## Lower key stage 2 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A/4	<b>Being me in my world:</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	<b>Celebrating difference:</b> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	<b>Dreams and goals:</b> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	<b>Healthy me:</b> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	<b>Relationships:</b> Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	<b>Changing me:</b> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year B/3	<b>Being me in my world:</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	<b>Celebrating difference:</b> 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	<b>Dreams and goals:</b> 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	<b>Healthy me:</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	<b>Relationships:</b> 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	<b>Changing me:</b> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

## The Northaw Curriculum – Personal, social, health and economic education

Personal, social, health and economic education is timetabled for at least 30 minutes every week. Each pupil has a Jigsaw Journal. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

### Lower key stage 2 progression framework

#### Year A

##### *Being me in my world*

- I can explain why being listened to and listening to others is important in my school community.
- I can explain why being democratic is important and can help me and others feel valued.

##### *Celebrating difference*

- I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.
- I can explain why it is good to accept myself and others for who we are.

##### *Dreams and goals*

- I can plan and set new goals even after a disappointment.
- I can explain what it means to be resilient and have a positive attitude.

##### *Healthy me*

- I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.
- I can identify feelings of anxiety and fear associated with peer pressure.

##### *Relationships*

- I can recognise how people are feeling when they miss a special person or animal.
- I can give ways that might help me manage my feelings when missing a special person or animal.

##### *Changing me*

- I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.
- I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage my feelings when changes happen.

## The Northaw Curriculum – Personal, social, health and economic education

### Year B

#### *Being me in my world*

- I can explain how my behaviour can affect how others feel and behave.
- I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.

#### *Celebrating difference*

- I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.
- I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation.

#### *Dreams and goals*

- I can explain the different ways that help me learn and what I need to do to improve.
- I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.

#### *Healthy me*

- I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.
- I can express how being anxious/ scared and unwell feels.

#### *Relationships*

- I can explain how my life is influenced positively by people I know and also by people from other countries.
- I can explain why my choices might affect my family, friendships and people around the world who I don't know.

#### *Changing me*

- I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
- I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

**Upper key stage 2 learning sequence**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A/6	<b>Being me in my world:</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	<b>Celebrating difference:</b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	<b>Dreams and goals:</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	<b>Healthy me:</b> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	<b>Relationships:</b> 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	<b>Changing me:</b> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Year B/5	<b>Being me in my world:</b> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	<b>Celebrating difference:</b> 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	<b>Dreams and goals:</b> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	<b>Healthy me:</b> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	<b>Relationships:</b> 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	<b>Changing me:</b> 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

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**Upper key stage 2 progression framework**

Year A

*Being me in my world*

- I can explain how my choices can have an impact on people in my immediate community and globally.
- I can empathise with others in my community and globally and explain how this can influence the choices I make.

*Celebrating difference*

- I can explain ways in which difference can be a source of conflict or a cause for celebration.
- I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.

*Dreams and goals*

- I can explain different ways to work with others to help make the world a better place.
- I can explain what motivates me to make the world a better place.

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### *Healthy me*

- I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.
- I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.

### *Relationships*

- I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.
- I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.

### *Changing me*

- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

## Year B

### *Being me in my world*

- I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.
- I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.

### *Celebrating difference*

- I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.
- I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.

### *Dreams and goals*

- I can compare my hopes and dreams with those of young people from different cultures.
- I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.

### *Healthy me*

- I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.

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- I can summarise different ways that I respect and value my body.

### *Relationships*

- I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.
- I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.

### *Changing me*

- I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.
- I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.