



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 have introduced a unique tailored scheme combining relationships, sex and health education, and citizenship; 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. 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.	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. 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

	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.	Invite trusted people into the setting to talk about and show the work they do.
Show more confidence in new social situations.	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.	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.
Remember rules without needing an adult to remind them.	
Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them.
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	

	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.
Understand gradually how others might be feeling.	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?"
Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork.	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?" 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. 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. Encourage good eating habits and behaviours, such as not snatching, sharing and waiting for a second helping.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	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.
Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	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.

	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.
Children in reception will be learning to: See themselves as a valuable individual.	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.
Build constructive and respectful relationships.	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.
Express their feelings and consider the feelings of others.	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.
Show resilience and perseverance in the face of challenge.	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

	mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them.
Identify and moderate their own feelings socially and emotionally.	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. 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. 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.
Think about the perspectives of others.	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. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.

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

Early years foundation stage curriculum ambitions

Activity zones	Curriculum ambitions	Core skills
Creative area	Collaborate with a friend to make something from reclaimed materials Independently paint a picture using watercolour and poster paints	• To be able to cut accurately using scissors • To be able to select and use the most appropriate type of glue • To be able to use a range of joining techniques • To be able to effectively use watercolour and poster paints independently • To make choices independently
Role play/small world	Use imagination to re-enact familiar and unfamiliar roles and experiences	• To be able to develop and extend a narrative • To be able to engage with purposeful symbolic play • To use familiar vocabulary
Sand/water	Create imaginative and intricate structures using an understanding of properties of sand and water	• To be able to grasp, hold and carry containers • To be able to manipulate sand creatively • To be able to move water successfully from one place to another • To know that the texture of sand changes when water is added
Construction	Build an intricate, stable model with friends or independently	• To be able to select and use a range of fixing and joining materials • To seek help from peers • To talk about what they are doing and give instructions
Malleable	Use Play-Doh to plan and make a model of something in which you are interested	• To be able to manipulate Play-Doh skilfully • Knows how to select and use different tools to make marks and help manipulate the Play-Doh
Music and dance	Enjoy creating musical and dramatic performances	• To know some rhymes and songs • To be able to move rhythmically

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		• To be able to use their imagination • To know about places performances take place
Physical	Ride a two-wheeled bike safely and confidently Move confidently across the A-frame/trapeze/monkey bars/climbing frame/tree	• To hold own body weight • To have strong core balance • To have good spatial awareness • To understand about the safety of others
Cooking	Follow a recipe to make a cake	• To know that text and images convey meaning • To be able to coordinate hand-eye and fine motor skills to mix and pour • To be able to select the right utensils

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 (Relationships, Sex and Health Education)

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

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

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.

Respectful, kind relationships

- 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.

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- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- 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.
- 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.
- 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.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- 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.
- 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.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- 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

- 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.
- 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.
- 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.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- 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.
- 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

- 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.
- 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.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- 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.
- 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

- 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.
- The importance of promoting general wellbeing and physical health.
- 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.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- 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.
- 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 own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That it is common to experience mental health problems, and early support can help.

Wellbeing online

- 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.
- 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.

- 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.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- 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.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- 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.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

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

- 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

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

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- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- 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.
- 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.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- 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

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

Basic first aid

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

Developing bodies

- 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.
- 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.
- 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.

Subject content (Citizenship)

Key stage 1 – years 1 to 2

Key stage 1 programme of study

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- to share their opinions on things that matter to them and explain their views;
- to recognise, name and deal with their feelings in a positive way;
- to think about themselves, learn from their experiences and recognise what they are good at;
- how to set simple goals.

Preparing to play an active role as citizens

Pupils should be taught:

- to take part in discussions with one other person and the whole class;
- to take part in a simple debate about topical issues;
- to recognise choices they can make, and recognise the difference between right and wrong;
- to agree and follow rules for their group and classroom, and understand how rules help them;
- to realise that people and other living things have needs, and that they have responsibilities to meet them;
- that they belong to various groups and communities, such as family and school;
- what improves and harms their local, natural and built environments and about some of the ways people look after them;
- to contribute to the life of the class and school;
- to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

Pupils should be taught:

- how to make simple choices that improve their health and wellbeing;
- to maintain personal hygiene;
- how some diseases spread and can be controlled;
- about the process of growing from young to old and how people's needs change;
- the names of the main parts of the body;
- that all household products, including medicines, can be harmful if not used properly;
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- to recognise how their behaviour affects other people;
- to listen to other people, and play and work cooperatively;
- to identify and respect the differences and similarities between people;
- that family and friends should care for each other;
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of opportunities

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well);
- feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);
- take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from');
- make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly);
- meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);
- develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task);
- consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);
- ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

Key stage 2 – years 3 to 6

Key stage 2 programme of study

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;

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- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

Pupils should be taught:

- to research, discuss and debate topical issues, problems and events;
- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;
- to resolve differences by looking at alternatives, making decisions and explaining choices;
- what democracy is, and about the basic institutions that support it locally and nationally;
- to recognise the role of voluntary, community and pressure groups;
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;
- to explore how the media present information.

Developing a healthy, safer lifestyle

Pupils should be taught:

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;
- about how the body changes as they approach puberty;
- which commonly available substances and drugs are legal and illegal, their effects and risks;
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- to think about the lives of people living in other places and times, and people with different values and customs;
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- to recognise and challenge stereotypes;
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
- where individuals, families and groups can get help and support.

Breadth of opportunities

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school);
- feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take);
- participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);
- make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities);
- meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers);
- develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly);
- communicating with children in other countries by satellite, email or letters);
- consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment);
- find information and advice (for example, through helplines; by understanding about welfare systems in society);
- prepare for change (for example, transferring to secondary school.)

Key stage 1 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Feelings & Friendships: Recognising, naming and dealing with feelings in positive ways Understanding what makes a caring friendship and how to include others Learning how behaviour affects other people and how to play and work cooperatively Knowing different types of teasing and bullying, why bullying is wrong, and how to get help <i>Hello Yellow</i>	Families & Communities: Understanding that families provide love, security and stability, and that families may look different but share care and commitment Knowing that they belong to different groups and communities, including family and school Recognising the needs of people and living things and responsibilities for meeting them Understanding that family and friends should care for each other <i>Anti-Bullying Week</i>	Health & Hygiene: Making simple choices that improve health and wellbeing, including physical activity and rest Maintaining personal hygiene and understanding how diseases spread and can be controlled Knowing that household products and medicines can be harmful if not used properly Understanding the names of the main parts of the body <i>Safer Internet Day</i>	Safety & Responsibility: Learning rules for keeping safe, including basic road safety and knowing who can help them stay safe Understanding the concept of privacy and that it is not always right to keep secrets if they relate to being safe Recognising appropriate and inappropriate contact and that each person's body belongs to them Knowing how to ask for help and keep trying until they are heard <i>Neurodiversity Celebration Week</i>	Choices & Money: Recognising choices they can make and the difference between right and wrong Making real choices about healthy options, activities and spending or saving money Understanding that money comes from different sources and can be used for different purposes Beginning to set simple goals and think about what they are good at <i>Autism Acceptance Month</i>	Respect & Differences: Identifying and respecting similarities and differences between people Understanding that people should be treated with respect, including those who are different in background, personality or beliefs Learning about courtesy and good manners Beginning to understand fairness and what is right and wrong <i>Pride Month</i>
Year B	Confidence & Kindness: Sharing opinions on things that matter and explaining their views Feeling positive about themselves and recognising their achievements Understanding loneliness and knowing that it is normal to feel lonely sometimes Learning skills for developing caring, kind friendships <i>Hello Yellow</i>	Rules & Cooperation: Agreeing and following rules and understanding how rules help groups work well Taking part in discussions and simple debates about topical issues Resolving simple arguments and learning to share and take turns Understanding responsibilities within the class and school community <i>Anti-Bullying Week</i>	Wellbeing & Emotions: Recognising a range of emotions and using vocabulary to talk about feelings Understanding that worrying or feeling down is normal and affects everyone sometimes Knowing the benefits of physical activity, time outdoors and helping others Understanding that bullying affects wellbeing and knowing how to seek help <i>Safer Internet Day</i>	Online Safety & Information: Understanding that people behave differently online and may pretend to be someone else Knowing that online content can be upsetting and where to go for support Learning the importance of privacy settings and not sharing personal information online Understanding that online material can be circulated and cannot always be deleted <i>Neurodiversity Celebration Week</i>	Environment & Community: Learning what improves and harms local, natural and built environments Understanding how people look after environments and how they can contribute Meeting and talking with people who help the community (e.g., police officers, school nurse) Taking responsibility for shared spaces and resources <i>Autism Acceptance Month</i>	Diversity & Fairness: Understanding that people have different needs and that fairness does not always mean the same for everyone Learning that stereotypes can be unfair, negative or harmful and how to challenge them Beginning to understand respect for different cultures and traditions Knowing that everyone should be treated with respect and kindness <i>Pride Month</i>

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Key stage 1 progression framework

Emotional Literacy & Wellbeing

Pupils can:

- Recognise, name and describe basic feelings.
- Begin to manage emotions using simple strategies.
- Identify what helps them feel safe, calm and supported.

Friendships, Families & Community

Pupils can:

- Form caring friendships and include others in play.
- Explain that families may look different but provide love and security.
- Recognise when behaviour is unkind and know how to seek help.

Health, Hygiene & Safety

Pupils can:

- Make simple healthy choices about food, activity and rest.
- Maintain basic personal hygiene and understand how germs spread.
- Follow simple safety rules (road safety, privacy, appropriate contact).
- Know who keeps them safe and how to ask for help.

Respect, Fairness & Differences

Pupils can:

- Identify similarities and differences between people.
- Show courtesy and good manners.
- Understand that bullying is wrong and know what to do if it happens.

Choices, Money & Responsibility

Pupils can:

- Make simple choices and explain the difference between right and wrong.
- Understand that money is used for different purposes.
- Begin to set simple goals and recognise what they are good at.

Sex education is not compulsory in primary schools, but we have accepted the recommendation, following consultation, that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We are happy to share the resources we use in teaching this aspect of science. This policy is reviewed annually by the Governing Board.

Lower key stage 2 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Identity & Self-Worth: Recognising their worth by identifying positive things about themselves and their achievements Understanding mistakes, making amends and setting personal goals Exploring self-esteem and how to build a strong sense of identity through skills and interests Understanding how emotions change as they grow and how to manage feelings positively <i>Hello Yellow</i>	Democracy & Decision-Making: Researching, discussing and debating topical issues and events Understanding what democracy is and the institutions that support it locally and nationally Learning how citizens influence decision-making through democratic processes Participating in school decision-making processes and understanding voting <i>Anti-Bullying Week</i>	Health & Healthy Choices: Understanding what makes a healthy lifestyle, including exercise, healthy eating and mental health Learning how bacteria and viruses spread and how to reduce risks through safe routines Understanding the risks of an inactive lifestyle and how to seek support for health concerns Learning about dental health and good oral hygiene <i>Safer Internet Day</i>	Relationships & Respect: Understanding different types of relationships, including friendships, families and marriage Learning how to communicate effectively, manage conflict and be assertive with kindness Recognising and challenging stereotypes Understanding the consequences of racism, teasing, bullying and aggressive behaviour and how to respond <i>Neurodiversity Celebration Week</i>	Media & Information: Exploring how the media present information and how to question what they see Understanding how information online is selected and targeted Learning to take a critical approach to online content and make responsible decisions Understanding age restrictions on apps, games and social media <i>Autism Acceptance Month</i>	Rights & Responsibilities: Understanding different kinds of responsibilities, rights and duties at home, school and in the community Learning that these responsibilities can sometimes conflict and how to resolve differences Understanding the rule of law and why laws protect citizens Appreciating public institutions and services in England <i>Pride Month</i>
Year B	Challenges & Choices: Facing new challenges positively by collecting information, seeking help and making responsible choices Understanding pressure to behave in unacceptable or risky ways and how to resist it Making informed choices about health, wellbeing and safety Understanding how to look after money and save for future needs <i>Hello Yellow</i>	Community & Diversity: Appreciating national, regional, religious and ethnic identities in the United Kingdom Understanding tolerance and harmony between different cultural traditions Learning about voluntary, community and pressure groups and their roles Understanding discrimination and the importance of combating it <i>Anti-Bullying Week</i>	Safety & First Aid: Recognising risks in different situations and deciding how to behave responsibly Understanding safe and unsafe exposure to the sun and how to reduce risks Learning basic first aid, including dealing with common injuries and making emergency calls Understanding hazards such as fire risks and how to reduce them <i>Safer Internet Day</i>	Online Behaviour & Wellbeing: Understanding respectful behaviour online and how online relationships differ from in-person ones Learning about risks of excessive screen time and the impact of online content on wellbeing Understanding online gaming risks, scams and financial harms Knowing how to report concerns and seek support for online issues <i>Neurodiversity Celebration Week</i>	Environment & Sustainability: Understanding how resources can be allocated in different ways and how economic choices affect sustainability Learning about environmental issues and how communities care for environments Planning and looking after the school environment responsibly Identifying safe, healthy and sustainable travel choices <i>Autism Acceptance Month</i>	Feelings & Mental Health: Understanding a wide range of emotions and how to judge whether feelings and behaviour are appropriate Recognising isolation and loneliness and knowing the benefits of seeking support Understanding change and loss, including bereavement, and that grief is a natural response Knowing where and how to seek support for mental wellbeing concerns <i>Pride Month</i>

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Lower key stage 2 progression framework

Identity, Self-Worth & Emotional Growth

Pupils can:

- Recognise their strengths and achievements.
- Set personal goals and understand how to improve.
- Describe how emotions change as they grow and use strategies to manage them.

Democracy, Participation & Community

Pupils can:

- Explain what democracy is and how decisions are made.
- Take part in discussions, debates and school decision-making.
- Understand rights, responsibilities and the role of public institutions.

Healthy Choices, Wellbeing & First Aid

Pupils can:

- Describe what makes a healthy lifestyle (exercise, diet, mental health).
- Explain how bacteria and viruses spread and how to reduce risks.
- Recognise risks and respond safely, including basic first aid.

Relationships, Respect & Stereotypes

Pupils can:

- Communicate effectively and manage conflict with kindness.
- Recognise and challenge stereotypes.
- Understand the impact of bullying and know how to seek help.

Media, Online Behaviour & Digital Literacy

Pupils can:

- Question information presented in the media.
- Explain how online content is selected, targeted and sometimes misleading.
- Understand age restrictions and make responsible online choices.

Environment, Sustainability & Community Action

Pupils can:

- Describe how environments can be improved or harmed.
- Take responsibility for shared spaces.
- Understand how economic choices affect sustainability.

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Upper key stage 2 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Puberty & Growing Up: Understanding how the body changes during puberty and the human lifecycle Learning the correct names of body parts and that these parts are private Understanding emotional changes during puberty and how to manage feelings positively Learning the facts about the menstrual cycle and what to expect <i>Hello Yellow</i>	Rights & Law: Understanding the rule of law and how it protects citizens Learning how rules and laws are made and enforced and why different rules are needed in different situations Understanding separation of powers and the independence of the courts Understanding freedom of belief and why discrimination must be challenged <i>Anti-Bullying Week</i>	Health & Risk: Understanding legal and illegal substances, including smoking, vaping, alcohol and drugs, and their associated risks Recognising early signs of physical illness and knowing when to seek help Understanding the importance of sleep and how poor sleep affects health and learning Understanding personal hygiene, germs and the importance of handwashing <i>Safer Internet Day</i>	Relationships & Boundaries: Understanding healthy boundaries in relationships and how to be assertive with respect Recognising harmful or dangerous relationships and knowing who to trust Understanding the characteristics of healthy friendships, including honesty, loyalty and support Knowing how to report abuse or concerns and keep trying until they are heard <i>Neurodiversity Celebration Week</i>	Media & Digital Literacy: Understanding how media present information and how to question bias Learning how search engines select and target information Understanding risks of online gaming, monetisation and scams Understanding rights relating to personal data, privacy and consent online <i>Autism Acceptance Month</i>	Society & Contribution: Understanding how they can contribute positively to society and the local community Learning about voluntary and community groups and how they support others Appreciating public institutions and services in England Understanding how economic choices affect individuals, communities and the sustainability of the environment <i>Pride Month</i>
Year B	Identity & Aspirations: Recognising their worth by identifying achievements, learning from mistakes and setting personal goals Exploring self-esteem and how to build a strong sense of identity through skills and interests Understanding the range of jobs people do and how they can develop skills for the future Preparing for change, including transition to secondary school <i>Hello Yellow</i>	Democracy & Participation: Researching, discussing and debating topical issues, problems and events Understanding how citizens influence decision-making through democratic processes Participating in school decision-making and understanding councils, parliaments and voting Understanding respect for democracy and the basis on which laws are made and applied in England <i>Anti-Bullying Week</i>	Health & Wellbeing: Understanding what makes a healthy lifestyle, including exercise, healthy eating and mental health Recognising the impact of bullying and cyberbullying on mental wellbeing and how to seek help Understanding change and loss, including bereavement, and that grief is a natural response Knowing where and how to seek support for mental wellbeing concerns <i>Safer Internet Day</i>	Safety & Responsibility: Recognising risks in different situations and deciding how to behave responsibly, including road and water safety Understanding hazards such as fire risks and ways to reduce them Learning basic first aid, including dealing with common injuries and making emergency calls Understanding pressure to behave in risky ways and how to resist it <i>Neurodiversity Celebration Week</i>	Diversity & Equality: Appreciating national, regional, religious and ethnic identities in the United Kingdom Understanding tolerance and harmony between different cultural traditions Recognising and challenging stereotypes and discriminatory behaviour Understanding the importance of identifying and combatting discrimination <i>Autism Acceptance Month</i>	Online Life & Digital Wellbeing: Understanding positive and negative aspects of the internet and how online relationships differ from in-person ones Recognising the risks of excessive screen time and the impact of online content on wellbeing Understanding age restrictions on apps, games and social media, and why they exist Knowing how to report concerns and get support with online issues <i>Pride Month</i>

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

Personal, social, health and economic education is timetabled for at least 30 minutes every week. Tasks are retained in folders. 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.

Upper key stage 2 progression framework

Puberty, Growing Up & Emotional Maturity

Pupils can:

- Explain physical and emotional changes during puberty.
- Use correct vocabulary for body parts and understand privacy.
- Describe the menstrual cycle and what to expect.
- Apply strategies for managing strong or changing emotions.

Rights, Law, Democracy & Participation

Pupils can:

- Explain the rule of law and how it protects citizens.
- Describe how laws are made and applied.
- Understand separation of powers and freedom of belief.
- Participate confidently in democratic processes.

Health, Risk & Responsible Decision-Making

Pupils can:

- Explain risks associated with smoking, vaping, alcohol and drugs.
- Recognise early signs of physical illness and know when to seek help.
- Understand the importance of sleep and healthy routines.
- Apply first aid knowledge and respond responsibly to hazards.

Relationships, Boundaries & Safety

Pupils can:

- Recognise healthy and unhealthy relationships.
- Set and maintain appropriate boundaries.
- Identify harmful or dangerous behaviour and know how to report concerns.

Digital Literacy, Media Bias & Online Safety

Pupils can:

- Analyse media for bias and reliability.
- Explain how search engines target information.
- Recognise online risks (scams, monetisation, gaming harms).
- Understand rights relating to personal data, privacy and consent.

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

Diversity, Equality & Social Responsibility

Pupils can:

- Appreciate cultural, religious and ethnic diversity.
- Challenge discrimination and stereotypes.
- Understand how they can contribute positively to society.
- Explain how economic choices affect communities and the environment.

Aspirations, Transition & Future Readiness

Pupils can:

- Identify personal strengths and future goals.
- Understand the range of jobs people do and skills needed.
- Prepare confidently for transition to secondary school.

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