



# Newall Green Primary School

*Aiming High To Reach Our Goals*

Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YH  
 Tel: 0161 437 2872 Fax: 0161 436 2178 www.newallgreen.manchester.sch.uk



## PHSE & RSE Policies

Document Control	
Title	Personal, Health and Social Education & Relationship and Sex Education
Date	October 2023
Supersedes	Former PSHE and SRE Policies
Amendments	Aim – amended
Related Policies/Guidance	<ul style="list-style-type: none"> <li>• Equality policy</li> <li>• Safeguarding Policy</li> <li>• Mental Health Policy</li> <li>• Science Curriculum</li> <li>• Accessibility Plan</li> <li>• Long term plans – saved on teachers only area on school's computer system</li> <li>• Parent Partnership Policy</li> <li>• Parent Code of Conduct</li> <li>• Code of Conduct for Teachers</li> </ul>
All policies can be found on the school web page.	
Review	October 2024

<b>Approved by:</b>	<b>Date:</b>
<b>Last reviewed on:</b>	18/10/23
<b>Next review due by:</b>	18/10/24





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## Newall Green Primary – PSHE & RSE Policies October 2023

Co-ordinator: **Mrs Catherine Campbell**, Assistant head

Other Key Staff: -

Designated Safeguarding Leads-

Tom Rudd [t.rudd@newallgreen.manchester.sch.uk](mailto:t.rudd@newallgreen.manchester.sch.uk)

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Vanessa Andrews [v.andrews@newallgreen.manchester.sch.uk](mailto:v.andrews@newallgreen.manchester.sch.uk)

**Janette Peak and Lynne McGahey, Parent Governors**

School Nurse: **Nancy Bibby**

Mental Health Leads: Adults - **Evelyn Uche** (Parent Support officer)

Children – **Lucy Evans** Y4 Teacher

**Sharon Burke** Y3 Teaching Assistant

### 1) Policy Aims and Objectives

We want our pupils to be able to: -

- know and understand how to keep themselves physically healthy
- understand and be able to manage their own mental health and well-being
- form and maintain healthy relationships
- have high aspirations and want to contribute positively to society
- develop the mental resilience, responsibility and drive to fulfil these aspirations and/or potential

**Our curriculum also takes into account the Manchester 5 Universal Key Skills for Life: -**

- Communication
- Problem solving





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- Self-belief (Including - motivation resilience, positive attitude)
- Self-management (Including - initiative, organisation, accountability)
- Teamwork

## 2) School Context

As a large primary school in Wythenshawe with a vibrant community, we want our pupils to be happy, healthy, have high aspirations and fulfil their ambitions. Some of the challenges that face them are: -

- “Teenage Pregnancy is a significant public health issue that is both a cause and consequence of education and health inequality for young parents and their children” Manchester Council, Joint Strategic Needs Assessment  
Rate per 1000 of conceptions under 18 years is **32.5** in Manchester compared to **22.6** nationally
- **43%** children have tooth decay in Manchester compared to **14%** nationally
- Rate per 1000 of working age population people who claim out of work benefits for mental and behavioural conditions is **42.6** in Manchester compared to **27.5** nationally
- The standard rate of deaths through
  - Cardiovascular diseases considered preventable is **94.9** in Manchester compared to **46.7** nationally
  - Respiratory diseases considered preventable is **46.7** for Manchester compared to **18.6** nationally
- Period poverty is estimated to affect around 1 in 10 women in the UK. With over 50 food banks in Greater Manchester it is an issue we take seriously as a school.

*(Data from Manchester Population Health Plan Compendium of Population Health Statistics June 2018)*

## Ofsted

Newall Green consistently aspires to outstanding practice. In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE which states that in an outstanding school:

*“The monitoring of teaching and learning in PSHE is rigorous; subject reviews, self-evaluation and improvement planning are well-informed by current best practice”*

*“Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional health and wellbeing. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.”*





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Cherry  
Tree  
Trust

### 3) Involving parents and carers

Parents, Carers and Governors have been involved in deciding on the new PSHE and RSE curriculum and in the writing of this policy.

#### Government guidance for parents

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

### 4) Relationship and Sex Education (RSE)

Since March 2017, **Section 34 of the *Children and Social Work Act 2017* provides for relationships and sex education to be taught in all schools in England from September 2020**

The changes involve:

- All primary schools in England teaching 'Relationships Education'
- All secondary schools teaching 'Relationships and Sex Education'
- Reformed statutory guidance, following consultation
- Retaining the parental right of withdrawal from sex education, with new rights for children to 'opt-in' as they approach age 16

RSE is lifelong learning about physical, moral and emotional development.

It is about the understanding that respect, love, care and trust make for healthy relationships and a stable family life. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

#### Relationships education is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- How to stay safe on and offline in the digital world in which they live.
- Learn how our bodies change and grow during adolescence.





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Sex education enables children and young people to acquire knowledge about the body, reproduction and how a baby is made.

DfE guidance (May 2018) on sexual violence and sexual harassment between children sets out how to minimise the risk of it occurring and what to do when it does occur.

All staff are trained to at least Level 1 in Safeguarding and will take children's concerns seriously. They will not dismiss children's concerns as 'banter', 'just having a laugh' or 'boys being boys'.

## Parents' right to withdraw

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme.

To promote effective communication and discussion between parents and their children, we notify parents about when particular aspects of RSE will be taught (see appendix 2). We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parents are also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school.
- To ensure school work is in line with the Equality Act (2010) and the RSE Statutory Guidance (2019).
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

Those parents/carers wishing to exercise the right to withdraw their child can do so from any or all sex education lessons in RSE/PSHE (how a baby is made and forced marriage in year 6). However, it is required that all children attend relationships and health education lessons, this includes puberty and menstruation. You should make your request of withdrawal in writing to the Head Teacher. Parents/carers will then be invited in to see the Head Teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.





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Provision will be made for those children withdrawn from the sex education lesson via an alternative PSHE lesson with a teacher present, in a familiar classroom. Please note that withdrawal from sex education in RSE **does not** withdraw your child from these elements in the statutory National Curriculum for Science

## 4) Curriculum

We have used the DfE RSE Statutory guidance (2019) and PSHE guidance to inform our curriculum aims and objectives.

Teaching is delivered through the 'Dimensions' and 'Manchester Healthy Schools Imatter curriculum'.

**Dimensions.** The curriculum is split into five strands:

### Relationships

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, 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.
- that others' families, 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.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,
- managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.





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- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.
- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it 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 physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

## Mental and Emotional Health

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all
- humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.





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- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom 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).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## Keeping Safe

- that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing 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 effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## Healthy lifestyles

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise 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, vigorous exercise.
- 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.
- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.







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- 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).
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- 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 good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including 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 science relating to allergies, immunisation and vaccination.

All lessons are age-specific and adapted by teachers to consider individual children's' circumstances as needed.





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### Nursery

### Reception

## Early Years Introduction Coverage

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Building Relationships	Lessons
<ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas (DM 3 &amp; 4 year olds)</li> <li>Help to find solutions to conflicts and rivalries (DM 3 &amp; 4 year olds)</li> </ul>	Lesson 1 'Let's Play Shops'  Lesson 13 'Fair Shares'

Managing Self	Lessons
<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG) It's all about... taking part!</li> <li>Explain the reasons for rules, now right from wrong and try to behave accordingly (ELG) It's all about... taking part!</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG) It's all about... being smart!</li> </ul>	Lesson 6 'Taking the Plunge' Lesson 15 'One Gold Star'  Lesson 5 'What a Problem' Lesson 25 'Litter Bug'  Lesson 3 'I Like...' Lesson 12 'Clean and Tidy' Lesson 21 'Getting in Knot'

Self-Regulation	Lessons
<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. (DM 3 &amp; 4 year olds)</li> <li>Increasingly follow rules, understanding why they are important (DM 3 &amp; 4 year olds)</li> <li>Do not always need an adult to remind them of a rule (DM 3 &amp; 4 year olds)</li> <li>Develop their sense of responsibility and membership of a community (DM 3 &amp; 4 year olds)</li> <li>Show more confidence in new social situations (DM 3 &amp; 4 year olds)</li> <li>Becomes more outgoing with unfamiliar people, in the safe context of their setting (DM 3 &amp; 4 year olds)</li> </ul>	Lesson 5 'Make Your Choice' Lesson 10 'Well Done!' Lesson 14 'The Pantomime'  Lesson 16 'A Waiting Game'  Lesson 6 'Odd Jobs'  Lesson 11 'A New Baby'  Lesson 4 'Good Friends'

Self-Regulation	Lessons
<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG) It's all about... being smart!</li> <li>Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG) It's all about... being smart!</li> </ul>	Lesson 2 'Nan's House' Lesson 13 'Bully Boy' Lesson 20 'The New Pet'  Lesson 10 'Rainy Days'  Lesson 18 'A Piece of Cake'

Managing Self	Lessons
<ul style="list-style-type: none"> <li>Begin to understand how others might be feeling (DM 3 &amp; 4 year olds)</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (DM 3 &amp; 4 year olds)</li> <li>Talk with others to solve conflict (DM 3 &amp; 4 year olds)</li> <li>Develop appropriate ways of being assertive (DM 3 &amp; 4 year olds)</li> </ul>	Lesson 12 'Deaf Girl'  Lesson 15 'You Smell'  Lesson 2 'Who's Playing?'

Building Relation-	Lessons
<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others (ELG) It's all about... taking part!</li> <li>Form positive attachments to adults and friendships with peers (ELG) It's all about... having heart!</li> <li>Show sensitivity to their own and to others' needs (ELG) It's all about... being smart!</li> </ul>	Lesson 4 'It's Your Turn' Lesson 9 'Stick to the Rules' Lesson 24 'Playtime Games'  Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak'  Lesson 1 'Hide and Seek' Lesson 11 'I Feel Poorly! Lesson 19 'Busy Body'





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	Dimensions lesson
***	SEND alternative lesson available

	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 1	Core Theme 2 Unit 1 LESSON 7: Good Manners - How Rude!	Core Theme 2 Unit 1 LESSON 1: Feelings - How I Feel	Core Theme 1 Unit 5 LESSON 5: Emotional Safety - Getting Help	1) What foods should I eat?	1) What are class rules? (British Values)
	Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends	Core Theme 1 Unit 4 LESSON 1: Happiness - Smile!	Core Theme 1 Unit 5 LESSON 6: Internet Safety - E-Safety	Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters	Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn!
	Core Theme 2 Unit 1 LESSON 2: Responses - You and Me	Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr!	Core Theme 1 Unit 5 LESSON 1: Sun Safety - It's a Cover Up!	Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time!	Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees?
	Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends	1) What makes me happy? What are feelings?	Core Theme 1 Unit 5 LESSON 2: Road Safety - Green X Code	2) How can I look after my teeth?	2) Where does our money come from?
	1) Who are the people in my life who love and care for me? ***	2) What is the difference between good secrets and bad secrets?	1) What are the rules for keeping me safe at school and outside?	3) Why is it important to wash my hands?	Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe
	Core Theme 2 Unit 4 LESSON 6: Family - Special People	Core Theme 2 Unit 2 LESSON 1: Definition - A Bully is...	2) What are rules about household substances?		3) What is the environment?
	2) What are the differences and similarities between people?	Core Theme 2 Unit 2 LESSON 2: Unkindness - Blame Game	3) What is an emergency and what do I do? ***		Core Theme 3 Unit 1 LESSON 6: Caring - Talking to Plants
	3) What are the similarities between girls and boys?	3) How does my behaviour affect others? ***			Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The

	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 2	Core Theme 2 Unit 4 LESSON 3: Friendship - Hola Bonjour!	Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal!	1) How do medicines help us when we are unwell? ***	1) How do I keep myself healthy? ***	1) What groups and communities am I a part of? ***
	Core Theme 1 Unit 3 LESSON 1: Similarities and Differences - Boys	1) What is the difference between small feelings and big feelings?	2) How do I keep safe at home?	Core Theme 1 Unit 2 LESSON 1: Dental Hygiene - Brushing Up!	Core Theme 3 Unit 2 LESSON 3: Belonging - Join Our Club!
	1) What is private? (body parts)***	Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words	Core Theme 1 Unit 3 LESSON 5: Responsibility - Who's at Fault?	Core Theme 1 Unit 2 LESSON 2: Dental Hygiene - Bright White	Core Theme 3 Unit 2 LESSON 4: Local Citizenship - Our Local Area
	2) What happens when the body grows young to old?	Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope	3) What is my responsibility for keeping myself and others safe?	Core Theme 1 Unit 2 LESSON 3: Dental Hygiene - Top Teeth	Core Theme 3 Unit 2 LESSON 5: Local Citizenship - Community Care
	Core Theme 1 Unit 3 LESSON 4: Changing Needs - I Need	2) How can I keep safe online? ***		Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles	2) How do we make choices about spending money?
	3) What is fair, unfair, kind and unkind?	3) What makes others happy? ***		2) Why is it important to keep active? ***	Core Theme 3 Unit 3 LESSON 4: Money - Shopping List
	Core Theme 2 Unit 3 LESSON 3: Behaviour - In My Shoes	Core Theme 2 Unit 2 LESSON 5: Behaviour - Help Me!		3) How can I prevent diseases spreading?	Core Theme 3 Unit 3 LESSON 5: Choices - This or That?
	Core Theme 2 Unit 3 LESSON 4: Right and Wrong - In the Right				Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den
	Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad				3) How can we look after the environment? ***





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Year 3	1) What is personal space?	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental - I Am Who I Am!	1) What happens when I breathe smoke in the air?	Core Theme 1 Unit 2 LESSON 1: A Balanced Approach - Define:Healthy	Core Theme 3 Unit 1 LESSON 1: Rules - I'm In Charge!
	Core Theme 1 Unit 7 LESSON 1: Before Puberty - You've Grown!	1) How do my feelings affect my behaviour? How can I manage my feelings? ***	2) How do I recognise risks in my life? ***	1) What is a healthy diet? What is an unhealthy diet? ***	Core Theme 3 Unit 1 LESSON 2: Thinking Ahead - Lesson Planning Core Theme 3 Unit 1 LESSON 3: Taking the Lead - Learning Time
	Core Theme 1 Unit 7 LESSON 2: Visible Changes - Mind the Gap	Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental - Three in One	Core Theme 1 Unit 8 LESSON 1: How to Help - Who to Call	Core Theme 1 Unit 2 LESSON 2: Physical Exercise - Active Kids?	
	2) What does a healthy relationship look like?	2) What are the ways we are communicating online? ***	3) What do I do in an emergency? ***	Core Theme 1 Unit 2 LESSON 4: Sleep - Sweet Dreams	1) How do rules and law protect me?
	Core Theme 2 Unit 5 LESSON 3: Friendship - Falling Out	Core Theme 1 Unit 6 LESSON 3: Online Privacy - E-Protection	Core Theme 1 Unit 8 LESSON 3: Emergency Calls - Ambulance, Now!	2) How do I keep safe in the sun?	2) What is the difference between my local British communities and global communities?
	Core Theme 2 Unit 5 LESSON 4: Friendship - The BAFAs	Core Theme 1 Unit 5 LESSON 1: Loss / Separation - Lost!		3) Why is personal hygiene important? ***	3) What are the links between work and money?
	3) Why is being equal important in relationships?	Core Theme 1 Unit 5 LESSON 2: Loss / Separation - Found!			
	Core Theme 2 Unit 1 LESSON 1: Clear Messages - Dot Dot Dash	3) What am I good at?			
Core Theme 2 Unit 1 LESSON 2: How to Listen - Listen Up!					
Core Theme 2 Unit 2 LESSON 1: Working Together - Name Game Core Theme 2 Unit 2 LESSON 2: Working Together - Build It Up					





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	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 4	Core Theme 1 Unit 5 LESSON 4: Family Changes - Two Homes	Identified Strengths - I'm Good at That	1) How do I manage risks in my life?	1) How do I make sure I sleep well?	1) What are the rights of the child?
	1) What is diversity?	Core Theme 1 Unit 4 LESSON 2: Identified Strengths - Future Me	Core Theme 1 Unit 6 LESSON 4: Online Privacy - It's Personal	Core Theme 1 Unit 3 LESSON 1: A Balanced Diet - Plant or Animal?	2) How do we look after our money?
	Core Theme 2 Unit 4 LESSON 1: Connections - Paper Chains	Core Theme 1 Unit 4 LESSON 3: Setting Goals - That's My Goal!	Core Theme 1 Unit 6 LESSON 5: Internet	2) What is fuel for the body?	Core Theme 3 Unit 4 LESSON 1: Money Choices - A Million Dollars Core Theme 3 Unit 4 LESSON 2:
	Core Theme 2 Unit 4 LESSON 2: Family Links - Family Tree	Core Theme 1 Unit 5 LESSON 3: Loss / Separation - Left Behind	Core Theme 1 Unit 6 LESSON 6: Internet Use - Age Limits	Core Theme 1 Unit 3 LESSON 3: Working With Food - Master Chef	3) What is sustainability?
	2) Do boys and girls have different roles?	Core Theme 1 Unit 5 LESSON 6: Self-Respect - Let's Rock!	2) What is self-control?	Core Theme 1 Unit 3 LESSON 4: Working With Food - Our Food Hall	
	Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration	Core Theme 1 Unit 5 LESSON 5: Feelings - Overreacting	3) What is the difference between legal and illegal drugs? Are all drugs harmful?	3) How do I know if I'm physically ill? ***	
	Core Theme 2 Unit 3 LESSON 2: Self-Worth - I'm a Marvell!	1) What is resilience?			
	Core Theme 2 Unit 3 LESSON 4: Negative Persistence - Over and Over	2) What does it mean to have responsibility over my choices and actions?			
	Core Theme 2 Unit 1 LESSON 3: Responding to Others - Agony Aunts	3) What is discrimination?			
	Core Theme 2 Unit 1 LESSON 4: Expressing Opinions - It's Debatable				
3) What changes happen to my body? ***					

	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 5	Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble	1) What is mental health? ***	1) How do I respond to dares?	1) How can we stop the spread of infection?	1) How are rules and law made and changed?
	Core Theme 2 Unit 2 LESSON 2: Shared Goals - It's All Go!	2) How do I negotiate and compromise? ***	2) What are 'habits'?	Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles - You Choose!	Core Theme 3 Unit 1 LESSON 1: Structure - Just Imagine ...
	Core Theme 2 Unit 2 LESSON 3: Community Spirit - All Join In	3) How do I stay safe on a mobile or tablet? ***	Core Theme 1 Unit 5 LESSON 1: Drugs - Just Say No!	2) Why is it important to know about nutritional content of food?	Core Theme 3 Unit 1 LESSON 3: U.N. Rights - Our Rights
	Core Theme 2 Unit 1 LESSON 1: Confidentiality - Secret Info	Core Theme 2 Unit 4 LESSON 5: Online Relationships - A Risky	Core Theme 1 Unit 5 LESSON 2: Alcohol - Drink Aware	Core Theme 1 Unit 2 LESSON 2: Food Choices - Invention Team	2) What is Fairtrade?
	Core Theme 2 Unit 1 LESSON 2: Listening - I'm All Ears!	Core Theme 1 Unit 4 LESSON 1: Death and Grief - It's Natural	Core Theme 1 Unit 5 LESSON 3: Tobacco - Up in Smoke	Core Theme 1 Unit 2 LESSON 3: Cooking - Michelin Stars	3) How can I develop my enterprise skills?
	Core Theme 2 Unit 1 LESSON 3: Responding - Scenarios	Core Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies	3) Who or what influences me?		4) What is racism?
	1) What is puberty? ***	4) How can I be happy being me? (body image)	Core Theme 1 Unit 5 LESSON 4: Substance Abuse - Let's Be Frank		
	2) What are the different relationships in my life? ***		Core Theme 1 Unit 5 LESSON 5: Basic First-Aid - First Aids Tips		
	3) What is unwanted touch? ***				





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	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 6	Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections	Core Theme 1 Unit 3 LESSON 1: Identified Strengths - Big Dreams	1) How do drugs affect the mind and body?	1) How is my mental and physical wellbeing connected?	Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity - United States?
	1) What changes happen in my life?	Core Theme 1 Unit 3 LESSON 2: Identified Strengths - Big Achievers	Vaping and peer pressure	2) How do I keep physically healthy? ***	Core Theme 2 Unit 3 LESSON 3: Culture - Cultural Feast
	2) What happens in a loving relationship and what is forced marriage?	Core Theme 1 Unit 3 LESSON 3: Setting Goals - 'Super Futures'	2) How do I manage peer pressure?	3) Can I plan and prepare a healthy meal? ***	1) Why is it important to be critical of the media online and offline?
	Core Theme 1 Unit 4 LESSON 3: Managing Conflict - Families at War	Core Theme 1 Unit 3 LESSON 4: Setting Goals - I Can Do That!	3) What are basic emergency first aid skills? ***		Core Theme 1 Unit 5 LESSON 6: Internet Safety - Fake News
	3) How is a baby made?	Core Theme 1 Unit 1 LESSON 5: Healthy Minds - Young Minds	4) What are the risks out and about in my local area?		2) How do people manage money?
	4) What are the physical and emotional changes of puberty?	Core Theme 2 Unit 4 LESSON 4: Mental Wellbeing - Mind Business			Core Theme 3 Unit 3 LESSON 1: Budgeting - Money Supermarket
		1) How can I challenge negative thoughts and feelings? ***			Core Theme 3 Unit 3 LESSON 2: Consumer Sense - Payment Terms
		2) What is stereotyping?			Core Theme 3 Unit 4 LESSON 1: Generating Income - Making Money
		Core Theme 2 Unit 3 LESSON 2: Gender Stereotypes - Jobs 4 All			Core Theme 3 Unit 4 LESSON 2: Generating Income - Raising Money
		3) How can the internet positively and negatively affect our mental health?			3) What do I want to be? ***
	4) happy being me resources				

## British Values

The aim is to provide a curriculum where the skills to be a responsible citizen are developed so that each pupil has a skill set which enables them to flourish as an adult and achieve and appreciate the goals that they set for themselves.

Providing a curriculum that allows many opportunities to develop the skills listed under the Spiritual, Moral, Social and Cultural headings will enable our pupils to represent the school well, to become thoughtful, caring and active citizens and to have access to knowledge, understanding and opportunities within society.

See appendix 1





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## Moral Development:

Distinguish between right and wrong / English law / consequences of behaviour, actions / offer reasoned views and appreciate views of others.

- Our PSHE Curriculum encourages children to know right from wrong and express views on moral and ethical issues.
- As a Rights Respecting school, we learn about, protect, uphold and respect the rights of all children.
- Our behaviour policy focuses on choices which helps children to explore the consequences of own actions and we have a whole school charter linked to Rights Respecting.
- Children have a shared set of common values, encouraged and developed by school ethos/vision
- Student council and sports council represents the voice of the pupils within school.
- Daily assembly linked to key themes including a Rights Respecting and 'current issues' assembly each week.

## Social Development

Social skills when working with others, resolve conflict / British values.

- Rights respecting school where rights are promoted and respected.
- Regular trips and visitors help children to understand that lives can be different to their own.
- Weekly PSHE lessons allows children to be reflective and respect others' beliefs and traditions.
- PSHE Curriculum helps children focusing on social development.
- Our children have good social skills, with visitors often commenting on their manners and the calm atmosphere around school.
- Community links have been established with other schools (local high schools, Benchill and Baguley Hall schools) for student council activities, Peace mala days & Able maths / literacy days.
- Pupils are involved in extracurricular activities such as inter school sporting competitions.
- Many clubs run after school or through lunch such as hula hoop, multi skills, street dance etc. – a full list can be obtained from the office staff.
- Collective Worship/PSHE curricula encourages children to embrace new experiences and broaden their understanding of themselves and others.





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- Our children appreciate cultural differences and influences on theirs and other's heritage.
- Diversity is encouraged within school with traditions of many groups celebrated in school.
- Buddy systems in place on ks1 and ks2 playgrounds.

## Cultural Development

Appreciate cultures of others relevant to their setting, own community, understand range of cultures that make up modern Britain / Britain's democracy / artistic, musical, sporting, cultural participation/ interest in and respect and tolerance for faiths, cultures, locally and globally.

- Rights respecting school promoting and respecting everyone's rights.
- High standards of behaviour are expected from the children within school (see Behaviour Policy)
- Children are part of the decision-making process for Peace Pals & behaviour management
- NGPS 'Charity Champions' are a group of children who work within school to develop an understanding of the local organisations that support others and share this message through fundraising ventures.
- Student council promote the democratic processes within school supported by visits from the Mayor and trips to the Houses of Parliament and Manchester Town hall
- Pupil Voice is used to support decision making within school.
- We have links with a number of centres of religion such as St Martins church, The Guru Wari centre

## British values & Citizenship Development

Developing confidence and responsibility and making the most of their abilities/ Developing a healthier and safer lifestyle/Developing a good relationship and respecting the differences between people/ Preparing to play an active role as citizens.

- Rights respecting school promoting and respecting rights.
- Weekly assemblies covering local and national issues, article of the week and events.
- By teaching the British values of Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.
- Cross curricular activities are planned that provide opportunities for children to develop their skills so that they can play an active role within the community.







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- Children are part of the decision making process for charity work within the community through the 'Charity Champions.'
- Student council promote the democratic processes within school supported by visits from the Mayor and trips to the Houses of Parliament and Manchester Town Hall
- Pupil Voice is used to support decision making within school.
- Opportunities to learn about Parliament, law making and democracy are built into the curriculum.
- The Peace Mala rules/ Golden rules are specifically taught. These are courage, empathy, tolerance, respect, compassion, forgiveness and patience.

## What teachers will do: -

- PSHE will be delivered once per week in all year groups (Nursery -Year 6)
- PATHS 'pupil of the day' will be awarded daily in each class

Teachers will use the curriculum outlined above alongside Rights Respecting school, Miss K & Peace Mala to teach the skills and knowledge identified in the policies aims *See App 1-4*

## How teachers will respond to pupils' questions

We recognise the importance of pupils feeling able to ask any questions in a supportive environment without embarrassment.

Teachers will use activities such as

- small group discussion
- anonymous question box (askit basket)
- Private appointment with school nurse or one of our school mental health leads

As a 'Healthy Schools Gold', teachers will deliver the PSHE & RSE curriculum effectively to all children using the resources and support available to them. Newall Green will need to evidence this to maintain Gold standard.

## Teachers will assess the pupils' skill development by:

Using evidence sheets in the class 'Day in the Life' books, and through particular activities that display pupils' knowledge.





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Ongoing records of behaviour incidents will also be monitored to ensure that PATHS strategies are being employed by pupils and that the prevalence of prejudice related incidents remains minimal.

Teachers will create a safe and supportive learning environment. Because PSHE education works within pupils' real-life experiences, it is essential for us to establish a safe learning environment. All staff at Newall Green know the procedures for Safeguarding in school. If a child appears 'at risk' or makes a disclosure, this will be passed on to one of our safeguarding leads in school.

## Equality of Opportunity

All pupils have equal access to our PSHE and RSE programmes, regardless of ability, maturity and personal circumstances (e.g. faith, culture, sexual orientation, gender identity)

**The Equality Act 2010** governs how the curriculum is delivered and schools must ensure that issues are taught in a way that does not subject pupils to discrimination

- We will ensure that pupils with SEND receive access to PSHE and RSE through differentiated teaching/resources and additional adult support.
- When teachers plan, they will consider the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision.

## External contributors

This school recognises that use of external agencies can enrich and support the curriculum and school ethos. Children and young people often find visitors an informative and interesting element of their learning. We wish to ensure that delivery by external contributors is consistent with school policy, curriculum and ethos. It is important that these opportunities are positive and productive for the pupils, staff and the outside agency/visitor.

To safeguard all students under our responsibility when at school, arranged activities under our direction out of school and after school. The aim is to ensure our students are able to learn and enjoy extra-curricular experiences, in an environment where they are safe from harm.

Staff are required to be familiar with DFE statutory guidance on Keeping Children Safe in Education September 2023 <https://www.gov.uk/government/publications/keeping-childrensafe-in-education> in relation to: preventing unsuitable people from working with children and young persons in the education service.





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## When involving external contributors, staff will ensure that:

- They are clear about the objectives before deciding who is best able to help achieve them.
- The external contribution is integrated into the school's programme and is supported by staff to enrich and support the lesson.
- Where possible, pupils are involved in preparatory and follow-up work
- The content is planned/ known to ensure that it meets the needs of pupils and is consistent with school policy, curriculum and ethos.
- All external contributors are aware of appropriate school policies i.e. Safeguarding/PSHE
- The school is fully aware of the external agencies aims and objectives for delivering to the school.
- They are aware of good practice of national and local approaches and support to PSHE Education.
- All external contributors are aware of their roles, responsibilities and boundaries, i.e. that they work to the professional boundaries of the teacher when taking part in the curriculum.
- The value of the external contribution is assessed through appropriate feedback and evaluation. This information should be shared and used to inform future work.
- Any visitor to the school who has unsupervised access to children or who works in the school on a regular basis will be subject to DBS checks.

## External providers will ensure they:

- give careful consideration to the appropriateness of the service for students
  - recognise that their service must align with the curriculum
  - are willing to modify the service delivery in consultation with the principal or their delegate, if necessary
  - gain the approval of the lead teacher contact prior to delivering their service.
- 

## Appendices

### Appendix 1 Peace Mala

From Nursery, our school **Peace Mala** values are embedded through our Peace Commitments: We show Tolerance, Empathy, Courage, Patience, Compassion and Respect. This ethos is taught and modelled





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continuously throughout school through assemblies, teaching, charity angel fundraisers, repair and reflection following disputes.

<http://www.PeaceMala.org.uk/>

## Appendix 2 ACES

All staff at Newall Green Primary have recently undertaken training on 'ACES' (Adverse Childhood Experiences: [facebook.com/ACEAwareMCR](https://www.facebook.com/ACEAwareMCR) Twitter: @ACEAwareMCR). Through this, we have recently introduced a school-wide initiative which includes children learning and internalising 'Miss K's Rules' from a very early age. They are: -

- No child should be punched or kicked.*
- No child should be left alone for a long time.*
- No child should be hungry for a long time.*
- No child should be bullied or told they are no good.*
- No child should be touched in their private parts.*
- No child should be scared by violence at home or in school.*
- No child should have to see other people hurt each other.*

These rules provide a solid foundation for children to build healthy relationships on, which then continue into young adulthood and break generational cycles of adverse impacts.

## Appendix 3 Rights Respecting School

Newall Green Primary fully recognises the **United Nations Convention on the Rights of the Child, 1991** and plan to begin working on our Bronze award in the near future.

<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf>

The Convention must be understood as a whole: all rights are linked and no right is more important than another, e.g. The right to relax and play (article 31) and the right to freedom of expression (article 13) are as important as the right to be safe from violence (article 19) and the right to education (article 28). The Convention and values depicted by it are set out by Unicef, and sit alongside our Peace Mala Peace Commitments





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We believe that rights education can be defined as learning **about** rights, **through** rights and **for** rights within a context of education **as** a right.

We aim to build the capacity of children and young people as rights-holders to claim their rights, and the capacity of adults as duty bearers to fulfil their obligations. This provides the space and encouragement for the meaningful participation and sustained civic engagement of children and young people.

## Appendix 4 LGBT and Anti-bullying

As a **Rights Respecting school**, we believe in 'Acceptance without Exception'

We ensure that teaching is accessible to all children, and that the environment around them is sensitive to all sexual orientations and all types of families. We promote the use of gender-neutral language, texts, displays and resources, and we emphasise the importance of the emotions that bond families together (ie. trust, love, care) over the gender or orientation of the family member.

Our RSE and PSHE programme raises awareness about LGBT (Lesbian, Gay, Bisexual and Transgender) identities and sexualities. Our Anti-bullying policy includes specific guidance to teachers and parents about how to tackle homophobic, biphobic and transphobic bullying in school. See example below: -





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Example : " I don't like that game, it's so gay"				
	EYFS	Y1/2	Y3/4	Y5/6
<b>QUESTION</b>	'What did you just say?' 'Can you repeat what you just said to X?' 'You just called the game gay. Why did you use that word?'			
<b>EXPLAIN</b>	Gay means when two men or two women love each other'.	Gay means when two men or two women love each other.	Gay means when two men or two women love each other. Transgender means you feel like you are a boy instead of a girl	Gay means when two men or two women love each other'. Transgender means you feel like you are a boy instead of a girl
<b>LINK TO PEACEMALA</b>	We treat others as we want them to treat us	We treat others as we want them to treat us	We treat others as we want them to treat us Which Peace Promise are you breaking?	We treat others as we want them to treat us Which Peace Promise are you breaking?
<b>PUT INTO PERSONAL CONTEXT</b>	You would be sad if someone was unkind to you	You would be sad/hurt if someone was unkind/disrespectful to you	You wear glasses, how would you feel if I said 'that's so glasses' when I wanted to say something was rubbish?' 'How would you feel if you had a friend/mum/brother/sister who was gay and you heard somebody using that word in that way?'	





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Appendix 1



## British values at Newall Green Primary School



### Democracy

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Organise visits to the local council and Parliament
- Hold 'mock elections' so pupils learn how to argue and defend points of view
  - Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
  - Model how perceived injustice can be peacefully challenged

- We have our own school council with elected representatives for each class in KS2. Speeches prepared for why they would make a good school councillor and a ballot is held and pupils are voted for. All children are able to put themselves forward to their classmates.
- School Council members meet each week to discuss current issues within school and to drive rights respecting through school. They get ideas from their class members as well as a whole school display where ideas are posted. They feedback results from meetings and make plans on how to make improvements within school. They feedback to SLT and governors on their activities.
- Y6 pupils are encouraged to plan a speech about why they would make an effective head pupil and elections held on national day of democracy. A ballot is held and pupils are voted for children to vote.
- Charity champions elected who campaign for local and global issues and raise money and awareness.
- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. – school councillors collect their views to discuss in the next meeting.
- Children also have a voice via the classroom 'Worry boxes' where they can raise concerns and share ideas as well as the school council display.
- Pupils also have the opportunity to have their voices heard through pupil questionnaires and pupil conferences.
- Our school behaviour policy involves rewards and sanctions which the pupils have discussed and this was decided in consultation with the school council, pupil views, staff, governors and parents' voices.
- The principle of democracy is explored in the PSHE, History and RE curriculum as well as in assemblies.
- Visits to appropriate venues, such as the local council offices, or meetings with local political figures have proven to be very enriching experiences.
- Pupils are actively involved in the selection processes of new staff.
- 'Fairness' is taught, discussed and modelled throughout the school. Children understand the term and abide by it in their daily lives.





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	<ul style="list-style-type: none"> <li>• Children work co-operatively in pairs and small groups. They are taught turn taking from a young age. Older children can articulate respect for each other's opinions.</li> <li>• Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution – linked in to our rights respecting ethos.</li> <li>• We take part in days such as Sport Relief, Comic Relief and Children in Need and learn that money can be used to help those less fortunate than ourselves.</li> <li>• Year groups decide on their own class rules and create their own class charter.</li> <li>• Every year group takes part in Anti-bullying Week.</li> </ul>
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## Rule of law

<ul style="list-style-type: none"> <li>• Ensure school rules and expectations are clear and fair</li> <li>• Help pupils to distinguish right from wrong             <ul style="list-style-type: none"> <li>• Help pupils to respect the law and the basis on which it is made                 <ul style="list-style-type: none"> <li>• Help pupils to understand that living under the rule of law protects individuals</li> </ul> </li> <li>• Include visits from the police in the Curriculum</li> <li>• Teach pupils aspects of law and discuss how this might differ from some religious law                 <ul style="list-style-type: none"> <li>• Develop restorative justice approaches to resolve conflicts.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our system for behaviour is aligned to our rights respecting ethos and children, parents, staff and governors were involved in creating the whole school charter. Each class have their own class charter</li> <li>• Children are taught to abide by the school rules. We have 'Golden Rules', which are deeply embedded in our work every day. Rules and expectations are clear, fair and regularly promoted. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.</li> <li>• The Home-School Agreement is discussed with pupils and they agree to follow it.</li> <li>• Strong PSHE curriculum which teaches pupils to distinguish right from wrong and to respect the law. They are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.</li> <li>• Pupils are helped to understand that living under the rule of law protects individuals.</li> <li>• Visits from authorities such as the Police; Fire Service; cyber crime team etc. are regular parts of our calendar and help reinforce this message.</li> <li>• The Behaviour and Anti-Bullying policies are linked into rights respecting and encourage the restorative justice process to resolve conflict.</li> <li>• The school has zero-tolerance for any form of aggression, abuse or violence, which extends to pupils, staff and parents/carers.</li> <li>• We are committed to praising children's efforts. Children are rewarded not only for achievement in curriculum areas, but also for behaviour and for their rights respecting attitudes. Rewards are given in the form of extra break time,</li> </ul>
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	<p>champion points and certificates. Children’s achievements are also recognised during Celebration Assemblies.</p> <ul style="list-style-type: none"> <li>• Internet safety rules are taught and discussed with pupils with the cyber crime team reinforcing the messages in assemblies.</li> <li>• Use of ‘social stories’ for SEN children - explaining consequences of behaviour. Constant discussions and reiteration of the result and impact of actions on others</li> <li>• In assemblies, we look at rules in society and the consequences of breaking these – within PSHE curriculum, Re and history.</li> <li>• We have nurture groups led by adults in school where the peers lead the discussions with the aim being to improve selfesteem and behaviour of the child with difficulties</li> <li>• Year 6 experienced a day of First Aid training and the procedures regarding how to call in an emergency.</li> <li>• Safer Internet Day celebrated and endorsed and focus on engaging parents with online safety.</li> </ul>
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## Individual liberty

<ul style="list-style-type: none"> <li>• Ensure school rules and expectations are clear and fair</li> <li>• Help pupils to distinguish right from wrong             <ul style="list-style-type: none"> <li>• Help pupils to respect the law and the basis on which it is made                 <ul style="list-style-type: none"> <li>• Help pupils to understand that living under the rule of law protects individuals</li> </ul> </li> <li>• Include visits from the police in the Curriculum</li> <li>• Teach pupils aspects of law and discuss how this might differ from some religious law                 <ul style="list-style-type: none"> <li>• Develop restorative justice approaches to resolve conflicts.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. Staff and pupils uphold and adhere to our whole school charter and each class creates their own class charter which is signed by duty bearers and rights holders.</li> <li>• As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment, a planned curriculum and an empowering education.</li> <li>• Pupils are supported to develop their self-knowledge, self-esteem and self-confidence. Pupils are encouraged to take responsibility for their behaviour and are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through e-safety teaching and PSHE lessons.</li> <li>• Freedom of speech is modelled through encouraging pupil participation e.g. debate on prison sentence for knife crime in year 6.</li> <li>• Vulnerable pupils are protected and stereotypes challenged including within PSHE lessons.</li> <li>• A strong anti-bullying culture is embedded in the school. Anti-Bullying Week - classroom activities and discussions</li> <li>• Pupils have key roles and responsibilities in school e.g. school council, eco council, charity champion, rights respecting ranger, peace pals, buddies, prefects, head pupils.</li> <li>• Children are consulted on many aspects of school life and via the school council</li> </ul>
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# Newall Green Primary School

*Aiming High To Reach Our Goals*

Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YH  
 Tel: 0161 437 2872 Fax: 0161 436 2178 www.newallgreen.manchester.sch.uk



	<ul style="list-style-type: none"> <li>• Assemblies and curriculum cover discussions about self-respect and self-worth and the value of individuality so that children see that they are each important in their own right</li> <li>• Children are strongly encouraged to develop independence in learning and think for themselves</li> <li>• Pupils are encouraged to look after each other's wellbeing - PSHE topics promote self-awareness and responsibility. Buddies in EYFS and peace pals on the playground at lunch time. Displays around school to feedback to school council and anti-bullying/compliments display</li> <li>• We encourage as much positive praise as possible and the school's Behaviour policy encourages children to reflect on their wrong-doings and consider alternatives to their behaviour</li> <li>• We learn about the differences and similarities between religions and that the key values are based around peace, love and respect</li> <li>• All staff have attended Prevent Training</li> <li>• We run a Mindfulness yoga Club teaching children breathing techniques and different ways to cope in different situations</li> <li>• Pupil Voice questionnaires are undertaken to enable pupils to express their opinions on certain subjects in school.</li> </ul>
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## Mutual Respect and the Tolerance of those with different Faiths and Beliefs

<ul style="list-style-type: none"> <li>• Promote respect for individual differences</li> <li>• Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life</li> <li>• Challenge prejudicial or discriminatory behaviour</li> <li>• Organise visits to places of worship             <ul style="list-style-type: none"> <li>• Develop links with communities</li> </ul> </li> <li>• Develop critical personal thinking skills             <ul style="list-style-type: none"> <li>• Discuss differences between people, such as differences of faith, ethnicity, disability, gender</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance is one of the core values of our school. This can be seen and felt in our rights respecting and peace mala ethos in school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small</li> <li>• The school strongly promotes respect for individual differences - pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life</li> <li>• Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour</li> <li>• Actively promoting our values also means challenging pupils, staff or parents expressing opinions contrary to fundamental values, including 'extremist' views</li> <li>• Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class. Each year group visits a religious place of worship</li> <li>• Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people</li> <li>• Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE</li> </ul>
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or sexuality and differences of family situations, such as looked after children or young carers

- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our Creative Curriculum Topics
- Respect for each other is modelled by all staff towards the pupils and each other. Respect is discussed during assemblies, RE lessons and in everyday conversations. Respect covers: self-respect, respect for family, friends, and other groups; the school, the locality and the environment - See Equality Policy and Anti-Bullying Policy
- Children's behaviours around the school demonstrate their understanding of respect
- Cultural celebrations are discussed in class and assemblies. We celebrate different festivals in other cultures e.g. Diwali.
- Different types of family structure are discussed in PSHE
- KS2 buddies mentor our younger children with how to play at lunch times
- Our PSHE Curriculum covers differences in people and tolerance of others
- Children learn about British food and the parts of the flag that make up the UK. This includes looking at the map of the UK countries and capital cities.
- We celebrate different cultures and languages through international day of languages and within our PSHE, geography and RE curriculum.





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Appendix 2



Dear parents and carers,

## Our PSHE & SRE Programme in Year 6

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

We believe to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships that promoting the health and well-being of our pupils is a vital part of their overall education. We do this through our Personal, Social and Health Education (PSHE) curriculum and through the values taught in Rights Respecting and Peace Mala. Our PSHE curriculum provides our children with the knowledge, skills and understanding of relationships, mental and emotional health, keeping safe, healthy lifestyles and living in the wider world. The aim of the PSHE course is to help our pupils make safe and informed decisions during their school years and beyond.

Since 2019, Relationships and Health education has become compulsory in primary schools. It is compulsory for pupils to know:

- **key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.**
- **about menstrual wellbeing including the key facts about the menstrual cycle.**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. In the year 6 sex education lessons, that parents have the right to withdraw from,





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the topics include sexual relationships including sexual orientation, homophobia and other forms of bullying; pregnancy; and contraception.

- ✓ Identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults.
- ✓ Explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female) and define the term reproduction.
- ✓ Describe what pregnancy is, where it occurs and how long it takes in a human.

However, although it is not statutory, we believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

During the lesson, pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

We will be starting our SRE lessons this half term. Parents can withdraw their child from the parts of Sex and Relationship Education (SRE) which fall outside the national Curriculum. Any parent wishing to withdraw their child should discuss this with the class teacher in the first instance and then in writing to the Headteacher by \_\_\_\_\_

Yours sincerely,

Mrs Campbell

