



Personal, Social, Health and Citizenship Curriculum Map

Intent:

The curriculum has been designed to empower students with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness. The curriculum aims to support students to learn about peace, forgiveness, love and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

Faith-inspired: learning from the wisdom of religion

Our students explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support students to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

Virtues-led: nurturing compassionate, responsible human beings

We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our students, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable students to understand their choices in order to help lead better lives. Our students become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Students learn to experience faith through lived out through righteous living in thought, action and deed.

Aspiring for Excellence: in all that we do.

Our students and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Students gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

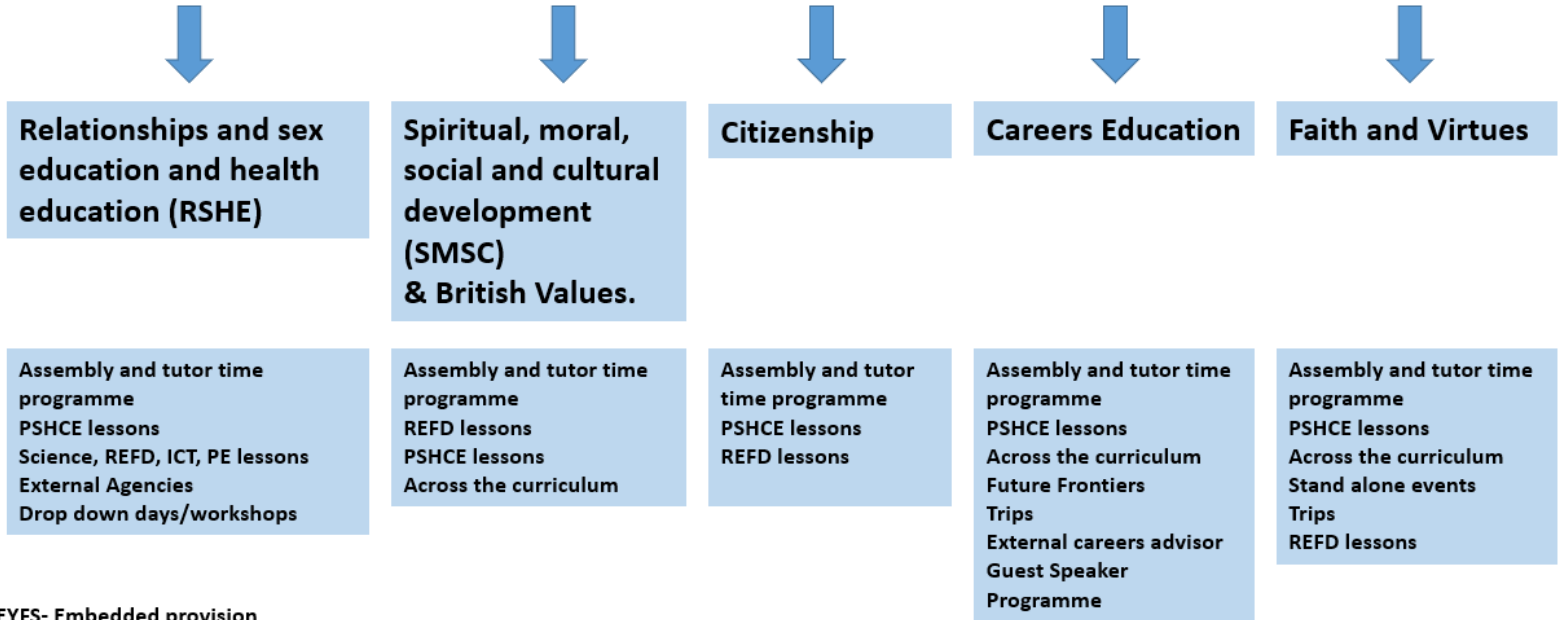
The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and

confident people. Knowledge-rich, skills based and Faith-inspired, the Curriculum at Nishkam School West London is delivered through three Golden Threads that are unique to our ethos and virtues:

1	Love and forgiveness vs. Enmity and Hate
2	Peace and Collaboration vs. Conflict and War
3	Trust in God

Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and Schemes of Learning documents.

Personal, Social, Health and Citizenship Education (PSHCE)



EYFS- Embedded provision
 KS1- 1 lesson per week
 KS2- 1 lesson per week
 Year 7- 1 lesson per week
 Year 8- 1 lesson per week
 Year 9- 1 lesson per week
 Year 10 & 11- drop down days

The content of the school's Personal, Social, Health and Citizenship Education (PSHCE) programme of study aims to support the wider work of the school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to students being happy, successful and productive members of society. Central to this is students' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

Through this programme we seek focus on the development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. The programme of study outlines how the school delivers Relationships Education, Relationships and Sex Education (RSE) and Health Education along with our focus on virtues, British values, careers education and spiritual, moral, social and cultural development. The core themes of safety, health and well-being, and relationships are taught in accordance with the Relationships, Sex and Health Education statutory guidance. This element of the curriculum is designed to provide students with the knowledge to take active responsibility for their health and wellbeing, both now and in the future. The topics examined will explore the issues relating to sex and relationships, sexual exploitation, consent, drugs and alcohol, mental and emotional health and well-being, diet and a healthy lifestyle, and online safety education. The curriculum has been expertly designed to ensure that all topics are age-appropriate and address the needs of students at various stages of their development. The curriculum also promotes the importance of mutual respect, autonomy, personal boundaries and self-advocacy to encourage students to conduct themselves with confidence and integrity and respect the rights, safety and decisions of others.

Faith development is focused on the virtues, dispositions and attitudes of faith. It is about learning what it is to be human and the virtues that inspire the highest aspirations of humanity. Like RE, it is not focused on a single faith. It intends to deepen both intra-faith and inter-faith understanding promoting the development of a students' personal faith in a multi-faith context. This foundation is further developed in the 45 virtues encapsulated in the 'Nishkam Passport'.

- Faith development is about learning what it is to be human, and how to be a good human being through a virtues-based framework
- To promote an individual's personal faith development (both learning about religious tradition as well as opportunity for faith practice), within a multi-faith context
- With a focus on virtues, dispositions and the behaviour these references illustrate or inspire
- Teachers of RE and faith development should ideally be faith practitioners and be able to inspire to promote commitment/initiation in a pupil's personal faith

The Citizenship curriculum is covered through tutor times and assemblies at both Key Stage 3 and Key Stage 4. Our students develop a strong understanding of democracy, government and how laws are upheld and made and this learning is linked to the fundamental British Values. Students are encouraged to apply what they have learnt to play an active role in school life through our student leadership initiatives including the student council.

The Careers Programme at NSWL aims to help our students develop the knowledge, skills and understanding needed to make realistic and informed decisions about their futures and to make positive transitions during their education, training and work. We aim to raise the

aspirations of what our students and their families believe is possible and to facilitate students realising these aspirations. In line with our faith-based and values driven approach, the Careers Programme aims to ensure that our students can have a positive career. A positive career is defined by the Career Development Institute as a career in which the individual is "happy with how they spend their time, make contributions to the community and have a decent standard of living".

Teachers of all year groups contribute to careers education at NSWL. Examples of this include:

- Incorporating jobs from different sectors into the Reception role-play areas.
- Using props to introduce Reception students to different roles.
- Arranging for visiting speakers from different career backgrounds.
- Teaching students about enterprise through initiatives like the 'Fiver Challenge' in Year 6.
- Delivering PSHCE lessons on careers in Year 7-9
- Careers Drop Down Days for KS3 and KS4
- Through teaching about careers within their curriculum areas
- Delivering careers education in tutor times

In the Secondary phase, all teachers have access to a Unifrog account which will allow them to monitor student use of the platform, set tasks for students to help them learn about careers and to help them teach about careers in their subject areas.

Implementation:

At the Nishkam School West London, PSHCE content is taught through a number of mediums. Central to this is our "Language of Virtues" which equips staff and students with a common language with which to explore complex issues.

The Primary Phase are guided by the Kapow scheme of work for PSHCE. The scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2:

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship

- Economic wellbeing

Each area is revisited to allow pupils to build on prior learning. The lessons also provide a progressive programme.

In the Secondary Phase, the curriculum is based upon the PSHE Association's Programme of Study and has been adapted to consider our student's prior learning, experience and understanding. The learning opportunities at each key stage are separated into three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

All students have two PSHCE based learning opportunities a week which take place during tutor time. KS3 students have a weekly PSHCE lesson and our KS5 students have a Personal Development lesson. At KS4, our PSCHE programme is delivered through drop down days which include specialist workshops delivered by experts with intimate knowledge on the sensitive topics that they deliver. Our planned lessons, tutor time sessions and workshops are complimented by our guest speaker programme, extra-curricular clubs and our enrichment programme which serve to support our students in becoming well-rounded global citizens.

The Citizenship curriculum is taught throughout the year in tutor times and assemblies. This work covers themes including how the UK political system and government operates, the rule of law and money skills. In addition, there is a Citizenship unit of work which is delivered in Year 9 PSHCE lessons. This gives students an opportunity to learn about the UK political systems including the different political parties and

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
EYFS	<p>Early Learning Goal: Personal, Social & Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • 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. <p>Managing Self</p> <ul style="list-style-type: none"> • 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. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. 					

<p>1</p>	<p>Family and Relationships</p> <p>Understand that families can include a range of people, who their friends are and what people like to do with friends.</p> <p>-Describe what people might look like if they are feeling: angry, scared, upset or worried.</p> <p>-Identify ways of responding to this by helping Understand the skills needed to work together in a group, friendships can have problems and learn ways to overcome these problems.</p> <p>-Understand how the actions of others can affect people.</p> <p>-Explain what a stereotype is.</p>	<p>Family and Relationships</p> <p>Health and Wellbeing</p> <p>Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like.</p> <p>Describe situations which may provoke certain feelings.</p> <p>Describe their own qualities and strengths and recognise something they want to get better at.</p> <p>Describe their bedtime routine, explaining why sleep is important.</p> <p>Explain how rest and relaxation affects our bodies, including mental functions.</p> <p>Identify examples where they could use relaxation to</p>	<p>Health and Wellbeing</p> <p>Safety and the changing body</p> <p>Know a number of adults in school.</p> <p>Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.</p> <p>Understand ways to keep safe and not get lost and know the steps to take if they do get lost.</p> <p>Know the number for the emergency services and their own address.</p> <p>Understand that some types of physical contact are never acceptable.</p> <p>Know what can go into or onto the body and when they should check with an adult. Understand that there are hazards</p>	<p>Safety and the changing body</p> <p>Citizenship</p> <p>Explain why the class and school rules are important.</p> <p>Discuss the different needs of a range of pets.</p> <p>Describe some of the needs of babies and young children.</p> <p>Recognise some similarities and differences between themselves and others.</p> <p>Identify some groups which they belong to. Recognise that different individuals belong to different groups.</p> <p>Explain why voting is a fair way to make a decision involving a lot of people.</p>	<p>Citizenship</p> <p>Economic Wellbeing</p> <p>Explain how children might get money. Explain some different ways to keep money safe.</p> <p>Discuss the role of banks and building societies. Recognise that people may make different choices about spending or saving.</p> <p>Explain that a range of jobs exist in school and that different skills are needed for these jobs.</p>	<p>Economic Wellbeing</p> <p>Explain how children might get money. Explain some different ways to keep money safe.</p> <p>Discuss the role of banks and building societies. Recognise that people may make different choices about spending or saving.</p> <p>Explain that a range of jobs exist in school and that different skills are needed for these jobs.</p>
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		<p>help manage difficult emotions.</p> <p>Understand that germs can be spread via our hands.</p> <p>Know how to wash their hands properly. Know the three things they need to do when out in the sun to keep safe.</p> <p>Know people can be allergic to certain things and how to help with an allergic reaction.</p> <p>Understand that there are a range of people who help to keep us healthy.</p>	<p>in houses and know how to avoid them.</p> <p>Understand and name jobs that people do to help keep us safe.</p>			
2	<p>Family and Relationships</p> <p>Understand that families offer love and support and that different families may be made up of different people.</p> <p>Consider what friends may be thinking and feeling in different situations.</p>	<p>Family and Relationships</p> <p>Health and Wellbeing</p> <p>Use multiple colours in a diagram to show how they can feel more than one emotion at a time.</p> <p>Describe how they would feel in a</p>	<p>Health and Wellbeing</p> <p>Safety and the changing body</p> <p>Understand how the internet can be used to help us.</p> <p>Create a poster with clear information about how to remain safe</p>	<p>Safety and the changing body</p> <p>Citizenship</p> <p>Recognise that different rules apply in different situations.</p> <p>Explain what makes a good school environment.</p>	<p>Citizenship</p> <p>Economic Wellbeing</p> <p>Explain where adults get money from.</p> <p>Explain the difference between wants and needs.</p> <p>Recognise that saving might be necessary to buy the things we want.</p>	<p>Economic Wellbeing</p> <p>Explain where adults get money from.</p> <p>Explain the difference between wants and needs.</p> <p>Recognise that saving might be necessary to buy the things we want.</p> <p>Explain that banks are a safe place to keep money.</p>

	<p>Recognise some issues that may occur in friendships and which of these may need adult help to resolve.</p> <p>Understand that expectations of manners may change according to the situation.</p> <p>Know that remembering people who were important to them but are no longer here can cause a mixture of emotions.</p> <p>Explain what gender stereotypes are in relation to careers.</p>	<p>particular situation and understand that not everyone feels the same.</p> <p>Understand the effect of physical activity on their body and mind.</p> <p>Describe energetic physical activities that they enjoy.</p> <p>Describe the positive effects of relaxation and know there are different ways to relax.</p> <p>Know how to use breathing exercises to relax.</p> <p>Recognise and describe what they are good at and what skills they would like to develop.</p> <p>Create a complete ladder detailing achievable steps which work towards a goal.</p> <p>Explain what a growth mindset is.</p>	<p>online and what to do if something online makes them feel uncomfortable.</p> <p>Understand what a secret is and what a surprise is.</p> <p>Know the name of parts of the body, including those of the private parts for their gender.</p> <p>Explain the PANTS rule.</p> <p>Understand how to keep safe near roads.</p> <p>Explain the rules for crossing the road.</p> <p>Understand when we should take medicines that can help us feel better when we are unwell.</p>	<p>Recognise that everyone in school has a responsibility to maintain the school environment.</p> <p>Identify some jobs that people do to keep the local area pleasant.</p> <p>Recognise some local job roles that help the community.</p> <p>Recognise similarities and difference between people in the local community.</p> <p>Explain that differences should be respected.</p> <p>Explain how the school council works.</p> <p>Share their opinions on things that matter.</p>	<p>Explain that banks are a safe place to keep money.</p> <p>Consider different factors when choosing a bank account.</p> <p>Recognise that different jobs require different skills.</p>	<p>Consider different factors when choosing a bank account.</p> <p>Recognise that different jobs require different skills.</p>
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		<p>Use strategies to stay calm during trick challenges.</p> <p>Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices.</p> <p>State what ingredients they can see on a dish and compare them with the food pyramid.</p> <p>Understand what helps to keep teeth healthy.</p>				
3	<p>Family and Relationships</p> <p>Understand that families are all different.</p> <p>Know that families offer each other support but sometimes they can experience problems.</p> <p>Understand that problems occur in</p>	<p>Family and Relationships</p> <p>Health and Wellbeing</p> <p>Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.</p> <p>Work in pairs so that one person</p>	<p>Health and Wellbeing</p> <p>Safety and the changing body</p> <p>Show an understanding that they must consider their own safety before helping others in an emergency situation.</p>	<p>Safety and the changing body</p> <p>Citizenship</p> <p>Explain that children have rights and how these benefit them.</p> <p>Explain the responsibilities adults have for supporting children's rights.</p> <p>Discuss the benefits of recycling.</p>	<p>Citizenship</p> <p>Economic Wellbeing</p> <p>Recognise some different ways to pay for items.</p> <p>Explain that money is needed when paying for items using a cheque, bank transfer or card.</p> <p>Create a simple budget. Explain how situations involving money can affect our feelings.</p>	<p>Economic Wellbeing</p> <p>Recognise some different ways to pay for items.</p> <p>Explain that money is needed when paying for items using a cheque, bank transfer or card.</p> <p>Create a simple budget. Explain how situations involving money can affect our feelings.</p>

	<p>friendships and that violence is never right.</p> <p>Understand what bullying is and what to do if it happens.</p> <p>Describe what a good listener is and know how to show that they are listening.</p> <p>Say who they trust and why.</p> <p>Understand that people can have similarities and differences and explain how differences can be a positive thing.</p> <p>Understand how toys can reinforce gender stereotypes.</p> <p>Understand that stereotypes arise from a range of factors, including some of those associated with age.</p>	<p>can do a stretch while the other draws a stick figure to show the pose.</p> <p>Understand the different aspects of my identity.</p> <p>Identify their own strengths and that they can help other people.</p> <p>Describe how they would break a problem down into small, achievable goals.</p> <p>Understand the benefits of healthy eating and dental health.</p>	<p>Understand how to help someone who has been bitten or stung.</p> <p>Write an email with instructions written using positive language.</p> <p>Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.</p> <p>Send an email that describes some of the best ways to avoid being tricked by fake emails.</p>	<p>Recognise some of the different groups within the local community and how they use local buildings.</p> <p>Explain how charities support the local community.</p> <p>Describe how democracy works locally and how this affects us.</p> <p>Recognise the need for rules and the consequences of breaking rules.</p>	<p>Understand that a range of things might influence our spending choices.</p> <p>Recognise that there is a wide range of jobs available and that personal skills and interests affect career choices.</p> <p>Understand that stereotypes sometimes exist about the jobs people do.</p>	<p>Understand that a range of things might influence our spending choices.</p> <p>Recognise that there is a wide range of jobs available and that personal skills and interests affect career choices.</p> <p>Understand that stereotypes sometimes exist about the jobs people do.</p>
4	<p>Family and Relationships</p> <p>Understand that manners vary in different situations.</p>	<p>Family and Relationships</p> <p>Health and Wellbeing</p>	<p>Health and Wellbeing</p> <p>Safety and the changing body</p>	<p>Safety and the changing body</p> <p>Citizenship</p> <p>Understand what human rights are and</p>	<p>Citizenship</p> <p>Economic Wellbeing</p> <p>Understand the factors which can make something good value</p>	<p>Economic Wellbeing</p> <p>Understand the factors which can make something good value for money, as well as other factors that</p>

<p>Understand boundaries in friendships, including physical boundaries and expectations.</p> <p>Understand that what they do and say affects other people.</p> <p>Understand the impact of bullying and the role bystanders can take.</p> <p>Recognise male and female stereotyped characters.</p> <p>Understand that stereotypes about disabilities are usually untrue.</p> <p>Understand that families are all different and they offer each other support but sometimes they can experience problems.</p> <p>Know what bereavement is and how to support someone who has experienced a bereavement.</p>	<p>Identify and share key facts about dental health.</p> <p>Describe a calm place that helps them to feel relaxed.</p> <p>Describe how they feel when they make a mistake and explain what can be learned from making mistakes.</p> <p>Write or describe their strengths and how they could use these in school.</p> <p>Describe what makes them happy, suggesting how they could work towards this as a goal.</p> <p>Explain that there are some things they can control and others they cannot.</p> <p>Understand the range of emotions we can experience.</p> <p>Understand what mental health is</p>	<p>Understand the reasons for legal age restrictions.</p> <p>Understand how quickly information can spread on the internet and some of the risks associated with that.</p> <p>Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.</p> <p>Understand the difference between private and public, and secrets and surprises.</p> <p>Understand how search engines work and whether information is useful.</p> <p>Understand the changes they have already gone through and aware of some changes to come.</p>	<p>why they are important.</p> <p>Understand how reusing items benefits the environment.</p> <p>Understand the range of groups that exist in the wider community.</p> <p>Understand how community groups can focus on different areas of interest.</p> <p>Understand that diversity supports a community to work effectively.</p> <p>Understand the role of local councillors.</p>	<p>for money, as well as other factors that affect purchasing decisions.</p> <p>Understand how to keep track of money and why this is important.</p> <p>Understand ways in which we can lose money and the range of feelings associated with losing money.</p> <p>Understand that there are a range of influences on job choices and that these can be positive or negative.</p> <p>Understand that people can change their job.</p>	<p>affect purchasing decisions.</p> <p>Understand how to keep track of money and why this is important.</p> <p>Understand ways in which we can lose money and the range of feelings associated with losing money.</p> <p>Understand that there are a range of influences on job choices and that these can be positive or negative.</p> <p>Understand that people can change their job.</p>
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		and that sometimes people might need help.	Understand that they will change physically as they develop into adults. Understand some of the risks of smoking and some of the benefits of being a non-smoker.			
5	<p>Family and Relationships</p> <p>Describe what qualities a good friend should have and recognise which of these they have and which they could develop.</p> <p>Recognise that friendships have ups and downs and this is normal.</p> <p>Understand what marriage is and know that it is a choice people make.</p> <p>Understand that we all have a range of attributes that make us who we are and</p>	<p>Family and Relationships</p> <p>Health and Wellbeing</p> <p>Perform some yoga poses, following the instructions from a video, and describe how yoga makes them feel.</p> <p>Describe how they can get a good night's sleep and explain why this is important.</p> <p>Describe why they should embrace failure.</p> <p>Describe a strategy to help manage feelings of failure</p>	<p>Health and Wellbeing</p> <p>Safety and the changing body</p> <p>Understand what is safe to share online and what to do before sending a message.</p> <p>Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information.</p> <p>Accurately name all the relevant parts of the body.</p> <p>Understand the changes their own gender will go</p>	<p>Safety and the changing body</p> <p>Citizenship</p> <p>Understand what happens when someone breaks the law.</p> <p>Understand what rights are and that freedom of expression is one of these rights.</p> <p>Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this.</p> <p>Understand how people contribute to society and how this is recognised.</p>	<p>Citizenship</p> <p>Economic Wellbeing</p> <p>Understand that borrowing money is a way to pay for something but this has to be repaid.</p> <p>Understand what income and expenditure are and how these can be recorded.</p> <p>Understand that there are risks associated with money and what some of these are.</p> <p>Understand how to create a weekly budget, including prioritising needs over wants.</p> <p>Understand that stereotypes can exist in</p>	<p>Citizenship</p> <p>Economic Wellbeing</p> <p>Understand that borrowing money is a way to pay for something but this has to be repaid.</p> <p>Understand what income and expenditure are and how these can be recorded.</p> <p>Understand that there are risks associated with money and what some of these are.</p> <p>Understand how to create a weekly budget, including prioritising needs over wants.</p> <p>Understand that stereotypes can exist in the</p>

	<p>we should be proud of these.</p> <p>Understand that sometimes families can make children feel unhappy or unsafe.</p> <p>Understand why someone might bully others.</p> <p>Understand that attitudes and laws around gender equality have changed over time.</p> <p>Understand that stereotypes exist and these can lead to discrimination</p>	<p>and to help them to persevere.</p> <p>Set themselves goals and consider how they will achieve them.</p> <p>Describe a range of feelings and suggest two ways of dealing with a difficult situation.</p> <p>Demonstrate an understanding of what calories are and how to use them to help plan healthy meals.</p> <p>Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet.</p> <p>Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't.</p>	<p>through during puberty.</p> <p>List the range of changes they will go through during puberty.</p> <p>Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required.</p> <p>Understand that other people can influence our decisions, but we have the right to make our own choices.</p>	<p>Understand the role of pressure groups.</p> <p>Understand the basics of how parliament works including the parts of parliament.</p>	<p>the workplace and how these can affect people.</p>	<p>workplace and how these can affect people.</p>
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<p>6</p>	<p>Family and Relationships</p> <p>Understand that everyone can expect a level of respect but this can be lost.</p> <p>Understand what respect is and how they should be respected.</p> <p>Understand how stereotypes influence our ideas and opinions.</p> <p>Understand a range of stereotypes and share this information effectively.</p> <p>Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise.</p> <p>Understand the term grief and describe some of the associated emotions.</p>	<p>Family and Relationships</p> <p>Health and Wellbeing</p> <p>Describe qualities or values they want to develop and create achievable goals.</p> <p>Describe the importance of relaxation and suggest different strategies.</p> <p>Describe how they take care of their physical wellbeing.</p> <p>Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this.</p> <p>Describe what resilience is, why it is important and some useful resilience strategies.</p> <p>Understand how vaccination works and why it is</p>	<p>Health and Wellbeing</p> <p>Safety and the changing body</p> <p>Understand some of the reasons adults decide to drink or not drink alcohol.</p> <p>Understand some ways to check that a news story is real.</p> <p>Understand how they should behave online and the impact negativity can have.</p> <p>Understand of changes that take place during puberty.</p> <p>Understand the menstrual cycle and that a male and a female are needed to conceive a baby.</p> <p>Understand that a baby changes in the womb and some of the baby's</p>	<p>Safety and the changing body</p> <p>Citizenship</p> <p>Understand that education is a human right and why education is important.</p> <p>Understand some environmental issues relating to food and food production.</p> <p>Understand the importance of caring for others and that we all have a responsibility to care for things and people around us.</p> <p>Understand what prejudice and discrimination are and why and how they should be challenged.</p> <p>Understand the value of diversity in society, including significant individuals.</p> <p>Understand the roles and responsibilities of people in government.</p>	<p>Citizenship</p> <p>Economic Wellbeing</p> <p>Understand that there can be a range of feelings related to money and the desire to spend and save.</p> <p>Understand their responsibilities in keeping money safe in the bank.</p> <p>Understand what gambling is and some risks associated with it.</p> <p>Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs.</p> <p>Understand that there are different routes into careers.</p>	<p>Economic Wellbeing</p> <p>Identity</p> <p>Understand the factors which make up identity.</p> <p>Understand that images can be manipulated by the professional media but also by individuals and that they are not realistic.</p>
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		<p>important to individuals.</p> <p>Understand that habits can be good or bad for health.</p> <p>Understand that changes in their body could indicate illness and know what to do if they notice them.</p>	<p>requirements during the first months of life.</p> <p>Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty.</p> <p>Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given.</p>			
7	<p>Health & Wellbeing: Transition & Safety</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of 	<p>Living in the Wider World: Developing skills and Aspirations</p> <p>In this unit of work, students will use the Unifrog platform to learn:</p> <ul style="list-style-type: none"> • how to be enterprising, including skills of problem- 	<p>Relationships: Diversity</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, 	<p>Health & Wellbeing: Health & Puberty</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene 	<p>Relationships: Building Relationships</p> <p>&</p> <p>Living in the Wider World: Financial Decision Making</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • how to develop self-worth and self-efficacy 	

	<ul style="list-style-type: none"> moving to a new school how to establish and manage friendships how to improve study skills how to identify personal strengths and areas for development personal safety strategies how to respond in an emergency situation basic first aid 	<ul style="list-style-type: none"> solving, communication, teamwork, leadership, risk-management, and creativity about a broad range of careers and the abilities and qualities required for different careers about equality of opportunity how to challenge stereotypes, broaden their horizons and how to identify future career aspirations about the link between values and career choices 	<ul style="list-style-type: none"> stereotypes and discrimination the signs and effects of all types of bullying, including online how to respond to bullying of any kind, including online how to support others 	<ul style="list-style-type: none"> how to recognise and respond to inappropriate and unwanted contact about FGM and how to access help and support 	<ul style="list-style-type: none"> about qualities and behaviours relating to different types of positive relationships how to recognise unhealthy relationships how to recognise and challenge media stereotypes how to evaluate expectations for romantic relationships about consent, and how to seek and assertively communicate consent about saving, spending and budgeting how to manage risk-taking behaviour 	
8	<p>Health & Wellbeing: Drugs and Alcohol</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> about medicinal and recreational drugs about the over-consumption of energy drinks about the relationship 	<p>Living in the Wider World: Careers Education</p> <p>In this unit of work, students will use the Unifrog platform to learn:</p> <ul style="list-style-type: none"> to reflect on their strengths and weaknesses 	<p>Relationships: Discrimination</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> how to manage influences on beliefs and decisions 	<p>Health & Wellbeing: Emotional Wellbeing</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> about attitudes towards mental health how to challenge misconceptions stigma 	<p>Relationships: Identity and Relationships</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> the qualities of positive, healthy relationships how to demonstrate positive behaviours in healthy relationships 	<p>Living in the Wider World: Digital Literacy</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> about online communication how to use social networking sites safely how to recognise online grooming in different forms, e.g. in relation to

	<p>between habit and dependence</p> <ul style="list-style-type: none"> • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes 	<ul style="list-style-type: none"> • to set realistic and ambitious goals • to link their interests to potential careers • to understand recruitment and the key components of a CV • to define what success in their career will look like • To learn about budgeting 	<ul style="list-style-type: none"> • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination 	<ul style="list-style-type: none"> • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self harm and eating disorders) • about healthy coping strategies 	<ul style="list-style-type: none"> • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill 	<p>sexual or financial exploitation, extremism and radicalisation</p> <ul style="list-style-type: none"> • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions
9	<p>Health & Wellbeing: Peer influence, substance use and gangs</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage 	<p>Living in the wider world: Setting Goals</p>	<p>Relationships: Intimate Relationships</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, 	<p>Health & Wellbeing: Healthy Lifestyles</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep 	<p>Relationships: Respectful Relationships</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex 	<p>Living in the wider world: Employability and Online Presence</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback

	<p>influences, including online</p> <ul style="list-style-type: none"> • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, • and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence 		<p>adoption and fostering</p> <ul style="list-style-type: none"> • about conflict and its causes in different contexts, e.g. with family and friends • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	<ul style="list-style-type: none"> • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination 	<ul style="list-style-type: none"> • about facts and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	<ul style="list-style-type: none"> • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online
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10

In Year 10 the PSHCE curriculum covers the following themes:

- Mental health and ill health
- The impact of financial decisions including debts and gambling
- Relationships and sex expectations
- The influence and impact of drugs, gangs, role models and the media
- Addressing extremism and radicalisation
- Preparation and evaluation of work experience

This content is delivered through tutor times, assemblies and drop-down days. Drop down days take place on one day each half term and pupils have lessons devoted to a particular theme. There is a combination of workshops delivered by external providers and some delivered by internal teaching staff.

Year 10 Drop Down Days

Date	Theme	Provider
Autumn 1	Consent	Split Banana
Autumn 2	Visit to Westminster Abbey & Cathedral	NSWL
Spring 1	Healthy & Unhealthy Relationships	Tender
Spring 2	English Set Text Performances	Globe Players
Summer 2	Self-Esteem & Emotional Wellbeing	LVA Trust

11

In Year 11 the PSHCE curriculum covers the following themes:

- Self-efficacy & stress management
- Application processes, skills for further education & employment and career progression
- Communication in relationships
- Responsible health choices
- Types of families and changing relationships

This content is delivered through tutor times, assemblies and drop-down days. Drop down days take place on one day each half term and pupils have lessons devoted to a particular theme. There is a combination of workshops delivered by external providers and some delivered by internal teaching staff.

Year 11 Drop Down Days

Date	Theme	Provider
Autumn 1	Online Relationships & Cyberbullying	Tender
Autumn 2	Talk the Talk: Confident Communication for Life	Jack Petchy Foundation
Spring 1	Relationships & Sex	LVA Trust

<p>12</p>	<p>Health & Wellbeing: Mental Health & Emotional Wellbeing</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • how to manage work-life balance, including study, leisure, exercise, sleep and time online • strategies to promote mental health and emotional wellbeing and address difficulties • stress management strategies • about the signs of emotional or mental ill-health • how, when and why to access appropriate support and treatment • about the effects on body image and self-esteem, of idealised images of bodies and pressure to conform • strategies to manage influences on body image 	<p>Living in the Wider World: Readiness for Work</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • how to evaluate strengths, skills and interests in relation to future roles and opportunities • how to be enterprising in life and work • how to write an effective CV and prepare for interviews for part-time work • about career opportunities in a global economy • about rights and responsibilities in different types of employment, including full-time, part-time, and jobs in the 'gig economy' 	<p>Relationships: Respectful Relationships</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • how to seek and assertively give, not give or withdraw consent, in all contexts • about the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent • about the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent • how to identify the signs of abuse, exploitation and assault or rape • where and how to access support and report concerns, including online • to evaluate attitudes towards 	<p>Health & Wellbeing: Health Choices & Safety</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • how to assess and manage risk and personal safety in new independent situations, including online • how to manage personal safety in relation to travel, including cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely • about safety, rights and responsibilities when travelling in the UK and abroad, including passport, visa and insurance requirements • how to perform first aid • how to evaluate when to summon emergency services and about the importance of giving accurate 	<p>Relationships: Diversity & Inclusion</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • how to communicate personal values in different types of relationships • strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010) • about rights, roles and responsibilities in a diverse society and how to respect and advocate for them • to celebrate cultural diversity and promote inclusion • about the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate 	<p>Living in the Wider World: Planning for the Future</p> <p>In this unit of work, students learn:</p> <ul style="list-style-type: none"> • how to assess strengths, interests, values, and skills to set realistic, aspirational goals • how to evaluate the options available in education, training and employment post-18, including higher education, further training or apprenticeships, and gap year opportunities • how to evidence strengths and skills and use this when applying and interviewing for future roles and opportunities • how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally,
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<ul style="list-style-type: none"> • how to manage influences and risks relating to cosmetic and aesthetic body alterations 			<p>sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</p> <ul style="list-style-type: none"> • how to recognise manipulation and coercion and manage negative influence and persuasion • about rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help • about the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help 	<p>information, even in cases where there may be legal consequences</p> <ul style="list-style-type: none"> • to identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour • about the consequences of substance use, and how to manage use of alcohol and other drugs • about the risks of being a passenger with an intoxicated driver and how to manage this • about the impact of substance use on road safety, work-place safety, reputation and career 	<ul style="list-style-type: none"> • how to safely challenge prejudice and discrimination, including online • about extremism and radicalisation, how to reduce the risks and when, where and how to seek help 	<p>and benefit from potential opportunities</p> <ul style="list-style-type: none"> • how to evaluate the financial advantages, disadvantages and risks relating to post-18 options • how to evaluate the potential gains and risks of different credit/debt arrangements and repayment implications, including student loans
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Year 6 to 7 Transition

Over the course of the academic year there is regular discussion with the Secondary PSCHE Curriculum Lead and Primary Phase PSCHE lead. There are opportunities for cross-phase leaders to spend time in classrooms and observe cross-phase. This provides the opportunity for collaboration on content studied across the Key Stages and the skills that are developed. This ensures that at Key Stage 3 we are able to build on and develop the foundations laid at Key Stage 2.

This collaboration has allowed us to develop a spiral curriculum with the PSCHE intent at the forefront of the curriculum we have designed. We are able to explore themes and content in more detail and approach them from a wider range of perspectives. This ensure a curriculum is designed that is rooted in challenge at every stage and prepares students for the next stage of their education.

Enrichment Opportunities:

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. Students are provided with a rounded, culturally rich education through activities that enhance their learning.

PSHCE is at the heart of everything we do whether this is a specific lesson or as part of our wider daily curriculum or less structured times such as playtimes. Through PSHCE, we help our students to become well rounded individuals who are ready for the challenges and opportunities that life will bring them. We aim to deepen students understanding of the world by providing students with opportunities to apply their skills by engaging in community projects and world affairs.

Over the year, the school embraces key events in the calendar such as Anti-Bullying Week, Mental Health Week and E-Safety week. Students complete home learning tasks and projects whilst exploring these themes. The School Council plays an active role in responding to pupil voice and supporting a number of charity events.

Outside of our Primary classrooms, we plan for students to participate in a range of workshops such as dentist visits, police talks and transport safety. Students were given an opportunity to complete a physical Bike Safety course with cycle experts on how to cycle on the roads. In addition to this, we have arranged for TFL to come to school to perform a theatrical play to highlight risks and safety measures to our Year 6 students to prepare them for the Secondary phase. We work closely in partnership with local Hounslow police officers, who regularly come into school to speak to students about online safety, substance abuse and misuse of weapons.

In the summer term Year 6 students participate in the Hounslow Citizenship Programme and learn more information about job opportunities, crime, and online safety. In addition, Year 6 students learn about the importance of money and are given the opportunity to sell goods whilst learning the concept of profits to prepare them for their careers in later life. In July, students take part in their residential trip at Hindleap Warren where they learn important life skills, independence, collaboration and pushing themselves on physical challenges.

In the Secondary Phase, our students participate in range of activities outside of the classroom via drop-down days. Students have a wide variety of experiences through these days. The planned activities for drop-down days this academic year are detailed in the table below:

Drop Down Days 2023-2024

Date	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Autumn 1	Places of Worship Visits	Natural History Museum	Imperial War Museum	Consent Workshops-Split Banana	Online Relationships & Cyberbullying - Tender Workshops	First Aid Training
Autumn 2	Creatives Carousel	British Museum	LVA Trust Self-Esteem & Emotional Wellbeing	Westminster Abbey & Cathedral Visit	Talk the Talk: Confident Communication for Life	LVA Trust -Emotional Resilience

Spring 1	Science Museum Trip	Kew Gardens	Innervate Careers Workshops	Healthy & Unhealthy Relationships - Tender Workshops	LVA Trust: Relationships & Sex	National Justice Museum & Royal Courts of Justice
Spring 2	Your Life, You Choose Workshops	"The Gothic" at Strawberry Hill House	Creatives Carousel	English Set Text Performances - Global Players		LVA Trust-Sexual Health
Summer 2	STEM Workshops	PE Workshops	First Aid Training	LVA Trust Self-Esteem & Emotional Wellbeing		Community Volunteering Day

Impact:

The overarching outcome is to ensure that the Nishkam school community flourishes and thrives when each individual pupil does so. A pupil who experiences Nishkam education is academically successful and qualified, and develops a global, altruistic, and socially engaged outlook. Their decision-making and critical thinking are grounded in a strong foundation of well-defined and frequently practised virtues and principles

This will be seen through the following three main outcomes.

1. The Nishkam approach encourages individual faith flourishing, through increased knowledge and practice.
 - We facilitate different methods for faith reflection, to help students develop their self- knowledge and personal practice in Faith Development classes. Through this, we encourage and guide students to encounter and understand their own tradition, towards enhancing their personal spiritual journey;
 - From this foundation, we encourage students to learn about, encounter, value, empathise with, and selflessly serve those of other faiths and beliefs;
 - We educate students in an understanding of the fundamental theology, scripture, and practices that are central to different religions and traditions. This happens in the taught curriculum, in assemblies and collective worship, as well as through service and charitable activities.

2. We aspire to ensure human flourishing through our approach to education, as a means to connect with God, through a love of the good and love of the other.
 - We educate and equip students, parents, and staff with the language and practice of moral and spiritual dispositions. For example, teachers articulate praise, encouragement, and feedback using vocabulary that re-enforces underlying virtues to students. Regular staff CPD and training focusses on the practical application and articulation of dispositions in day-to-day school life;
 - We celebrate the individual experiences, gifts, and spirituality of each young person, acknowledging both similarities and differences;
 - We guide students to recognise the value of making intentional and positive life choices, informed by their own free thinking. Our staff, our school culture, and our curricula inspire students towards achieving their inherent potential. Students are thus in a strong position and with a clear mindset to serve others in the community.

3. The authentic practice of different beliefs is a clear, visible, and important part of the Nishkam environment.
 - Students being able to authentically practise means that their faith is not re-interpreted, filtered, or watered-down by another;

- We celebrate this diversity of thought and practice as it enriches and enhances the spiritual, moral, social and cultural life of the school and community. For example, students from different traditions lead their peers in prayer and reflection specific to their religious faith tradition. Students have opportunities to mark and celebrate festivals and holidays of importance to themselves;
- We are rooted in the Sikh tradition, which encourages individuals to practice their own various faith traditions and does not seek to proselytise or convert, whilst encouraging and supporting the flourishing of students of all religions and traditions. Students are not encouraged to change faith.