



NPSB PSHCE Menu



Why do we prioritise PSHCE at NPSB?

"It is health that is real wealth and not pieces of gold and silver." (Mahatma Ghandi). "I am a citizen, not of Athens or Greece, but of the world." (Socrates). It is essential that children understand themselves and our world. Personal, Social, Health and Citizenship Education (PSHCE) provides children with life-long knowledge, understanding and skills to lead a confident, healthy and independent life, which is enriched with healthy relationships. It builds a child's identity as well as developing within them an understanding and acceptance of our diverse world and its people. Our PSHCE curriculum aims to:

- develop a life-long love of learning about the world our pupils live in.
- help pupils make sense of the world and to prepare them for the future.
- help pupils to understand change, conflict and key issues which impact on our lives today and which will affect our futures tomorrow.
- learn about our responsibility to the Global Family.
- develop pupils who are keen to take responsibility for their own learning using a virtues-led approach.
- give children the foundations that they need to become well-rounded individuals.
- allow all pupils to have access to a range of opportunities in their lives.
- help to break down the barriers that they may face in life and to minimise and eliminate the gap for disadvantaged pupils.

Knowledge and Skills of PSHCE:

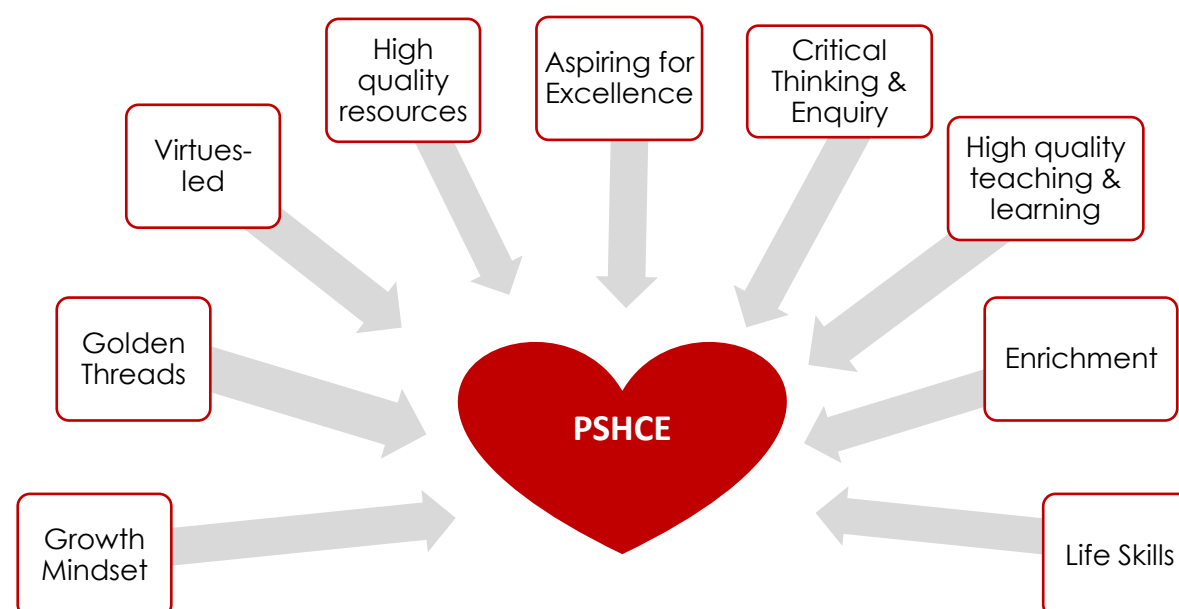
Personal, social and emotional development knowledge & skills

Citizenship knowledge & skills

Knowledge of keeping safe in different communities and online

Knowledge of keeping healthy (body and mind)

Skills: questioning, discussing, reasoning, debating, analysing, concluding, communicating (ideas, feelings and emotions), expressing (ideas, feelings and emotions).



Virtues Links

Show **love**, **respect**, **tolerance** and **gratitude** for our diverse world and its people.

Understand how through **collaboration**, **helpfulness** and **peacefulness**, we can build a better world for all.

Understand how people have shown **resilience** now and in past whilst living in and through challenging circumstances and within a changing world.

Through using **wisdom**, we develop **wise leadership**. We take responsibility and **accountability** for our actions and understand our impact on others and the world.

Striving for **excellence** and using **diligence** in all learning and outcomes by always trying our very best.

Golden Threads:

GT1 – Love & Forgiveness vs Enmity & Hate **GT2** – Peace & Collaboration vs Conflict & War **GT3** – Trust in 'the Divine' / 'God'

Well-Structured	Ambitious & Inclusive	Life-Long Learners	Knowing more & remembering more	Subject knowledge and skills
<ul style="list-style-type: none"> • Well-sequenced and progressive curriculum. • Vocabulary progression document. • Lesson expectation document that outlines effective ways to teach PSHCE. • Purposefully planned units of work to link and build on learning. • Purposefully planned enrichment opportunities, which are relevant, linked and well structured. 	<ul style="list-style-type: none"> • Lessons led through an enquiry question to promote critical thinking and curiosity • Higher-order questioning • Inclusive enrichment opportunities for all. For example, educational visits, visitors and workshops eg NHS Nurse puberty sessions and St John's Ambulance first aid workshops. 	<ul style="list-style-type: none"> • Golden Thread enquiry questions eg How is hate and racism linked? How has this hatred led to conflict and war? How can we collaborate as a nation to ensure we build a better world? Is it easy to forgive others when they hurt us? How can we show love towards others? • Lessons linked to virtues • Leaders of learning • Creating global citizens – understanding our responsibility to our global family. • Focus on safeguarding throughout the curriculum • Enrichment opportunities that foster a love and depth of knowledge in PSHCE eg The Importance of Being Safe and Happy Week, Children's Mental Health Week, Cultural Day, Safer Internet Day, BAME Art Day, Anti-Bullying Week. 	<ul style="list-style-type: none"> • A 'Can you still..?' session at the beginning of each unit to allow previously taught knowledge to be revisited and linked to current learning. • Whole school events that revisit key knowledge, understanding and skills throughout the year Eg, The Importance of Being Safe and Happy Week, Children's Mental Health Week, Cultural Day, Safer Internet Day, BAME Art Day, Anti-Bullying Week. 	<ul style="list-style-type: none"> • High-quality teaching and learning • All staff involved in high-quality professional development and training. • High-quality questioning and enquiry questions. • Opportunities to revisit previously taught knowledge and skills. • Cross-curricular links (eg RE, Science, English and DT). • Key knowledge is explicitly taught. • Opportunities to apply knowledge and skills to different contexts.