



What Me and My World looks like at Sandiway Primary School
In Me and My World, we take our children on a journey that is engaging, exciting and empowering for all

Curriculum Intent

By the time our pupils leave Sandiway they are confident global citizens. They develop a secure knowledge of life skills and take responsibility for their health, safety, wellbeing, relationships and personal finance. Our progressive, enquiry based curriculum engages, excites and empowers our pupils for our globally diverse world.

Our Philosophy:

To inspire children's curiosity and mutual respect about Me and My World by:

- ❖ Regular dedicated curriculum time in our timetable.
- ❖ Lessons following a progressive Kapow scheme of work – covering statutory guidance as set out in the DFE
- ❖ Children have Me and My World lessons and record work in Me and My World books
- ❖ Collaborative wholesome discussions and activities during whole class input times, circle times, in small groups and in pairs.
- ❖ Additional indirect teaching as identified by class teachers based on the class/children's needs.
- ❖ Special school events such as Mental Health Week and Walk to school week are planned into the school calendar of celebrations.
- ❖ British values interwoven within lessons e.g. democracy is demonstrated by voting for our school council, ambassadors, and children are represented by their elected school council members in school and in the community.
- ❖ Wellbeing ambassadors who meet to discuss current topics and share their own voice regarding wellbeing in school
- ❖ Weekly Picture News assemblies to highlight current news headlines each week.
- ❖ Links to Global school's network – Share a heart campaign
- ❖ Wellbeing Wednesdays connected to the 5 steps to mental wellbeing as suggested by the NHS.
- ❖ Northwich parliament meetings
- ❖ School councillors to become role models and active citizens to drive pupil voice and represent classes ideas and opinions.
- ❖ Studying a diverse range of topics and enhance children's spiritual, moral, cultural and economic development.
- ❖ Cross curricular links are made where possible.
- ❖ High quality modelling and scaffolding of the skill leading to the exploration of ideas and high-quality work.
- ❖ Termly enquiry based questions are set for the children to explore, giving them opportunity to experiment, practise and reflect on their learning.

We encourage our children to be tolerant and responsible citizens through the understanding that people's opinions and beliefs are unique and therefore commands respect.

The basis of the knowledge and understanding at each stage, as set out in the National Curriculum:

By the end of EYFS, pupils will have learnt:

Personal, social and emotional development:

ELG: Self-Regulation Children at the expected level of development will:

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

ELG: Managing Self Children at the expected level of development will:

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

ELG: Building Relationships Children at the expected level of development will:

- ❖ Work and play cooperatively and take turns with others.
- ❖ Form positive attachments to adults and friendships with peers.
- ❖ Show sensitivity to their own and to others' needs

By the end of primary

Families and people who care for me

Pupils should know:

- ❖ 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

Caring friendships

Pupils should know:

- ❖ 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

Respectful relationships

Pupils should know:

- ❖ 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
- ❖ 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

Online relationships

Pupils should know:

- ❖ 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

Being safe

Pupils should know:

- ❖ 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, for example family, school or other sources

Sex Education

Pupils should know:

- ❖ main external body parts,
- ❖ the human body as it grows from birth to old age (including puberty)
- ❖ reproduction in some plants and animals.
- ❖ how a baby is conceived and born.

Curriculum Implementation

This is how it works:

- ❖ We follow 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 and Managing self. Key stage 1 and 2: Families and relationships, Health and wellbeing, Safety and the changing body, Citizenship, Economic wellbeing.
- ❖ Lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE
- ❖ Sex education has been included in line with the DfE recommendations and is covered in Year 6.
- ❖ Me and My World is taught as a discrete subject showing a progression of skills.
- ❖ Children revisit key topics to build on prior learning.
- ❖ The acquisition of skills and knowledge is presented in books which will transition with the class through the school years to show progression.
- ❖ Opportunities for both independent and collaborative work
- ❖ Collaborative work as a whole school community is encouraged and celebrated through displays around the school environment.
- ❖ lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way.
- ❖ Where possible, work alongside the local community to link with local shops, church, families, other schools, artists, celebrations and events to further enrich the children's experiences of the subject.
- ❖ Extra-curricular clubs to further prompt a passion and curiosity for the world around them.

This is what adults do:

- ❖ Positive modelling within Me and My World work, encouraging an environment where everyone is valued.
- ❖ Model and scaffold discussion and oracy skills to develop children's communication skills and understanding
- ❖ A range of teaching and learning activities used to ensure that all children can access learning and make progress
- ❖ Create a learning environment rich in resources that support learning.
- ❖ Set clear ground rules at the start of the year to help create a safe environment
- ❖ Monitoring of class books.
- ❖ Provide meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for

growing, nutrition, teeth, diet and lifestyle

- ❖ Model appropriate use of technical vocabulary.
- ❖ Engage in CPD to ensure their subject knowledge is good.
- ❖ Regular retrieval practise of previous learning and effective questioning to ensure learning is memorable.

This is how we support and ensure access for all children:

- ❖ The Me and My World curriculum is equitable and appropriate for all groups ensuring full access and parity for all pupils.
- ❖ Small group/1:1 adult support given where required.
- ❖ Ensuring that a range of equipment and resources are available to ensure success for all pupils
- ❖ We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills.
- ❖ Pupils then receive additional support or resources.
- ❖ Adaptive learning to give additional support to those who need it

This is how we challenge:

- ❖ Support of tasks, or outcomes is planned.
- ❖ Small group or 1:1 feedback to further challenge.
- ❖ Open-ended tasks.
- ❖ Through questioning.
- ❖ Encouraging self-evaluation and testing of ideas.
- ❖ Peer learning.
- ❖ Adaptive learning to stretch the most able learners

Curriculum Impact

This is what you might typically see:

- ❖ Happy and engaged learners
- ❖ A variety of independent, paired and group work
- ❖ Ownership of independent work
- ❖ Engagement, resilience and perseverance
- ❖ Self-motivated children
- ❖ Children talking positively about Me and My World, sharing and reflecting on their learning

This is how we know how well our pupils are doing:

- ❖ Observations of work being produced and quality of work in books
- ❖ Verbal feedback from teacher to pupil
- ❖ Verbal feedback from pupil to teacher/TA
- ❖ Pupil voice conversations with Subject Leaders/ SLT
- ❖ Photo evidence on Seesaw of class/group discussions
- ❖ Monitoring of children's progress over time
- ❖ Assessment quiz and knowledge catchers

This is the impact of the teaching:

- ❖ Confident children who can talk about Me and My World.
- ❖ Children who are enjoying their learning in Me and My World.
- ❖ Children who are equipped with the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century.
- ❖ Children who can make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society
- ❖ Children who can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed