



***By the time the children transfer to their next stage of education, we intend to develop well-rounded, knowledgeable and confident individuals who have fulfilled their potential and can make a positive contribution to their local and global community.***

### PSHE and RSE at Lindow Community Primary School

#### Intent

At Lindow Community Primary School, our Relationships Education, Health Education, RSE and promotion of British Values are driven by our Lindow Life Skills. These skills are the golden thread of our curriculum and beyond; they drive everything we do to prepare our children, including the most disadvantaged and those with SEND or high needs, with the skills and knowledge they require for the next stage of life.

It provides a powerful link with home that supports the choices children make as they develop. It incorporates the following strands:

- *Be Articulate*
- *Have a sense of community*
- *Be empathetic*
- *Be co-operative & participate*
- *Have ownership of learning*
- *Be organised*
- *Make decisions*
- *Be responsible*
- *Be resilient & persevere*
- *Be the best you, you can be*

The ten Lindow Life Skills are continually reinforced through our Class Dojo reward system, celebration assembly, modelling by adults, embedded within our wider curriculum, reflected in the behavioural expectations and ethos of everyday school life. Whole school learning includes:

- Teacher led assemblies, covering a comprehensive calendar of global topics, specifically themed days or weeks to highlight the awareness of issues that are local, national and global.
- Community links and visitors
- PSHE and RSE curriculum
- Charity days
- Extra-curricular opportunities

To have 'mastered' their Lindow Life Skills by the end of KS2, it is expected that all children from Early Years to Year 6 will be: articulate, *have a sense of community*, *be empathetic*, be able to co-operate and participate, have ownership of learning, be organised, be able to make decisions, be responsible, be resilient and persevere, strive to be the best they can be.

Additionally, they will have an understanding of how citizens can influence decision-making through the democratic process, an understanding that the freedom to hold other faiths and beliefs is protected in law, an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behavior, an understanding of the importance of identifying and combatting discrimination. Through carefully planned and resourced lessons which support social, moral, spiritual and cultural development, we can provide children with the essentials of safeguarding issues and emotional well-being.

### Design and implementation

To ensure children have 'mastered' each strand within the Lindow Life Skills (LLS), pupils will have wide and varied opportunities for learning. The teaching of PSHE and RSE is designed to help learners to remember in the long term the content they have been taught and how to apply and integrate their knowledge into other concepts.

The Early Years Foundation Stage (EYFS) is the starting point for Lindow Life Skills and follows the current statutory EYFS outcomes for the ELGs, the most relevant of which are:

- Communication and Language — Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. – *'Be articulate'*
- Communication and Language — Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.- *'Be articulate'*
- Physical Development — Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing - *Be the best you, you can be*
- Personal, Social and Emotional Development — Self-Regulation: 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- *Be empathetic, Be co-operative & participate, Have ownership of learning*

- Personal, Social and Emotional Development — Managing Self: 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. *Be resilient & persevere, Make Decisions, Be organised*
- Personal, Social and Emotional Development — Building Relationships: 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. *Be co-operative & participate, Be Empathetic*
- Understanding the World — People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps – *Be empathetic, Have a sense of community*
- Understanding the World — The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter -*Be Responsible*

During the Autumn Term, all classes follow the No Outsiders programme: a programme that promotes the ethos of inclusion and tolerance, and aims to prepare children for modern life in Britain. The programme uses rich texts which are used as a vehicle to teach children to explore and value their own identities and the identities of others. No Outsiders is a whole-school ethos teaching children that everyone is different, and everyone belongs: there are no outsiders at our school because everyone is welcome.

### Impact

- Engagement with Lindow Life Skills is monitored and celebrated half-termly in our whole-school celebration assembly
- Progress in PSHE and RSE is monitored using formative assessment by the teacher and recorded in a whole-class floor book
- The EYFS Framework is used to identify who has reached the Early Learning Goals in Reading, Spoken Language and Writing.
- Visibility within the school
- Behaviour of pupils in and around school
- Monitoring happens termly and can be in the form of the following, depending on the current curriculum improvement area(s) – lesson observations/learning walks/book looks/pupil voice