



***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.***

## PSHCE and Lindow Life Skills at Lindow Community Primary School

### Intent

At Lindow Community Primary School, our PSHCE curriculum, RSE and promotion of British Values are known as Lindow Life Skills. This is the golden thread of our curriculum and beyond. It drives everything we do to have all our children, including the most disadvantaged and those with (SEND) or high needs, ready having acquired the knowledge and cultural capital required to succeed 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*
- *Be co-operative & participate*
- *Have ownership of learning*
- *Be organised*
- *Have a sense of community*
- *Be empathetic*
- *Be responsible*
- *Make decisions*
- *Be resilient & persevere*
- *Be the best you, you can be*

### Design and implementation

To ensure children have ‘mastered’ each strand within the Lindow Life Skills (LLS), as set out in the progressive and sequential goals within the passports, pupils have wide and varied opportunities for learning. The strands are taught half-termly across the school, however they are also found within the intent of each subject area of the school’s curriculum. Where this is not practical – for example, for some learners with high levels of SEND – an adapted SEND LLS policy has been designed to be ambitious yet accessible and inclusive for all learners. The curriculum covers Reception to Year 6 which is inline with EYFS Curriculum Development Matters 2021 and the PSHE government guidance 2021. To support the implementation of our PSHE curriculum, Lindow follows the Christopher Winter Project to deliver RSE and the No Outsiders program to ensure children understand similarities, difference, inclusivity and diversity in Modern Britain.

Timetabled LLS classroom lessons are taught weekly in year groups, as well as pupils having whole school learning opportunities, which reflect in the behavioural expectations and ethos of everyday school life. Whole school learning includes teacher led assemblies, covering a comprehensive calendar of global topics, along with specifically themed days or weeks to highlight the awareness of issues that are local, national and global.

Children's unique Lindow Life Skill passports also include their personal 'Yet' Targets, which focus on their individual achievements and development. These are taken home weekly for continuous access, allowing for extending learning opportunities linking the home and school life of each child. Optional homework is offered, which relates the child's current learning to every strand.

Other areas for coverage:

LLS strands are visibly reinforced in displays throughout the school and in the weekly celebration newsletter

Extra-curricular opportunities

Community links are created and visitors are invited in to enhance children's learning.

RSE curriculum ensures children gain an understanding and awareness and acceptance of varied relationships.

Charity days within the school houses give opportunity to address strands.

### Impact

Monitoring of Lindow Life Skills will involve learning walks, pupil voice and scrutiny of passports within each year group. Learning walks will be carried out in RSE and Lindow Life Skill lessons. In order to check the children remember new and prior skills and knowledge, children will be expected to show progression and development evidenced in their passports, behavior and ability. Via monitoring, the subject leader will use assessment information to check pupils' knowledge, skills and understanding is in their long-term memory. Any gaps in learning or children who are not meeting age related expectations can be identified and supported appropriately.

Expectations of behaviour and attitude of pupils will be monitored both within and outside of the school setting. This will include pupil's representation of the school on visits, field trips and residential.