



Little Sutton Church of England Primary School Learning for Life (RSE and PSHEE) Statement

Intent

At Little Sutton Church of England Primary School, the principal aim of Personal, Social, Health and Economic Education (PSHEE) and Relationships and Sex Education (RSE) is to allow pupils to develop the skills, knowledge and understanding they need to be informed and lead healthy, safe, confident and independent lives. We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded.

Implementation

Our school has chosen to use the Kapow Programme as a vehicle for teaching RSE and PSHE education. Through using the Kapow programme, our children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It develops the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.

The Kapow programme is implemented throughout the whole school from Year 1 to Year 6 during weekly whole class 'Learning for Life' lessons focusing on different units each term. Discrete PSHE lessons are necessary as it is not possible to achieve continuity, progression and meaningful assessment from a cross-curricular approach. We have decided to use the term 'Learning for Life' instead of the acronyms RSE and PSHEE as we feel that this is easier for the children to understand and also sums up the underlying aims of the curriculum. These lessons cover all the statutory requirements of the RSE curriculum and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

Parents and carers may feel concerned about the conversations children may have in our 'Learning for Life' lessons, but teachers have lots of ways to make sure children are safe in these lessons. For example, they will have ground rules to make sure children feel confident to share their ideas, they will use things like puppets and stories, so children are discussing a made up characters' experiences rather than their own. They also know the children in their class well and will have a sense of their needs and what they teach will be age appropriate.

It is important to balance what children know already and to prepare them for the future. Discussing issues in the safe learning environment of the classroom before they experience them in real life is very valuable for children.

The Kapow programme divides the academic year into five themed units:

1. **Families and Relationships**, including bullying stereotyping and respecting differences.

2. **Safety and the changing body**, featuring digital safety, road safety, puberty and first aid.
3. **Health and wellbeing**, exploring physical and mental health.
4. **Citizenship**, looking at responsibility, community and democracy.
5. **Economic wellbeing**, exploring money and career aspirations.

Each year group also spend one lesson at the end of the year focusing on the theme of **transition**.

In addition to the Kapow programme, there are many other learning opportunities provided in school which encompass RSE and PSHEE, including (but not limited to) sports tournaments, collective worship assemblies, school council meetings, impromptu circle times, and whole school events such as Anti-Bullying Week, Mental Health Awareness Week, Healthy Eating Week, International Women's Day, Safer Internet Day. All staff should actively promote our REACH values (Resilience, Engagement, Ambition, Creativity, and Healthiness) and celebrate these with the children.

Impact

At Little Sutton Primary School we seek to ensure that the RSE and PSHEE that we teach improves the physical, mental, and social well-being of pupils. Through our 'Learning for Life' lessons, we believe we can enhance children's education and help them to become caring, respectful, aspirational, confident and safe individuals. Providing a consistent and regular delivery of Kapow allows enables us to do this. A growing body of research shows that when delivered well, RSE and PSHEE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. Pupils who are emotionally healthy do better at school. RSE and PSHEE helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. RSE and PSHEE education also helps pupils to develop skills and aptitudes – like teamwork, communication, and resilience – that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers. We are confident at Little Sutton Church of England School that our planned and progressive RSE and PSHEE curriculum helps our pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

RSE and PSHEE in the Early Years

In the Early Years Foundation Stage, the curriculum is divided up into seven areas of learning. RSE and PSHEE sits within the prime area of Personal, Social and Emotional Development. By the end of Reception, children should be expected to:

- 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 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;
- 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.

RSE and PSHEE in Key Stage One

Families and Relationships

Pupils learn that families are composed of different people who offer each other care and support. They learn how other people show their feelings and how to respond. They also look at conventions of manners and develop an understanding of self-respect.

Safety and the changing body

Pupils develop an understanding of safety: roads, medicines and an introduction to online safety. They learn to distinguish secrets from surprises. They name body parts and look at the concept of privacy.

Health and wellbeing

Pupils learn about the benefits of exercise and relaxation on physical health and wellbeing. They learn strategies to manage different emotions, how to set goals and develop a growth mindset. They also develop an understanding of dental hygiene.

Citizenship

Pupils learn about rules outside school. They look at how we can care for our school and local environment. They explore the roles people have within the local community. They learn how school council works and how to give an opinion.

Economic wellbeing

Pupils learn about where money comes from, how to look after money and why we use banks and building societies.

RSE and PSHEE in Lower Key Stage Two

Families and Relationships

Pupils learn that families are varied and differences must be respected. They learn about the physical and emotional boundaries in friendships, and how to resolve problems with others. They learn how to listen effectively and about non-verbal communication. They learn how behaviour affects others, in particular the impact of bullying, and explore the roles of bully, victim and bystander. They also learn about bereavement.

Safety and the changing body

Pupils learn how to call the emergency services, how to help someone with asthma, and how to respond to bites and stings. They build an awareness of online safety and learn how to become a responsible digital citizen. Pupils begin to explore the physical and emotional changes in puberty, as well as the risks associated with tobacco. They also develop an awareness of road safety.

Health and wellbeing

Pupils learn that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation. They identify calming and relaxing activities as well as how to solve problems by breaking them down into achievable steps. Pupils explore identity through groups we belong

to, and discuss how our strengths can be used to help others. Pupils develop their emotional maturity by learning that we experience a range of emotions and are responsible for these.

Citizenship

Pupils learn about children's rights and human rights. They explore why we have rules and look at local democracy through the roles of community groups, charities and local government.

Economic wellbeing

Pupils are introduced to creating a budget and learn about the different ways of paying, the emotional impact of money, the ethics of spending, and what makes something good value for money. They also start to think about potential jobs and careers, and what influences career choice.

RSE and PSHEE in Upper Key Stage Two

Families and Relationships

Pupils develop an understanding of families, including marriage and what to do if someone feels unsafe in their family. They learn how to resolve conflict through negotiation and compromise. They look at friendship issues and explore the impact of bullying and what influences a bully's behaviour. They explore the concept of respect, understanding that everyone deserves to be respected. Pupils also learn about the process of grief and the associated emotions relating to grief.

Safety and the changing body

Pupils learn about online safety and the reliability of online information. They learn about the risks associated with alcohol and how to administer first aid to someone who is bleeding, choking or unresponsive. They explore the emotional and physical changes of puberty, including menstruation. Year 6 pupils have the opportunity with parental permission to learn how a baby is conceived and develops.

Health and wellbeing

Pupils learn to take greater responsibility for sleep, rest, relaxation, sun safety, and healthy eating. They learn how all these things affect physical and mental health. They also learn the facts around immunisation. Pupils look at how to manage their feelings, how to set goals and embrace failure. They develop strategies for being resilient in challenging situations.

Citizenship

Pupils learn about a wide range of topics including, human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.

Economic wellbeing

Pupils explore attitudes to money, how to keep money safe, income and expenditure, career paths and the variety of different jobs available. They also learn about stereotypes in the workplace.

Equal Opportunities and Inclusion

Through the school's REACH acronym, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of

social class, gender, culture, race, special educational need or disability. All the content outlined in our curriculum overview (with the exception of two sex education lessons in Year 6) complies with national statutory guidance and therefore all children should be taught it. If a pupil is excused from sex education, it is our responsibility as a school to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. As with any other subject, teachers will ensure that the lesson is taught in a way which means children of all abilities will learn. The government is very clear that they want children with special educational needs (SEN) to be included in these lessons. These children are often more vulnerable and therefore this learning is of vital importance to help to keep them safe. For this reason, we have decided that any out-of-class interventions that a child receives will not take place during our 'Learning for Life' lessons.

Assessment

Children need regular opportunities to reflect on and identify what they have learned and what they need to learn next. Teachers also need to gauge pupils' progress and make informed improvements to their learning if required. Assessment therefore has to be an integral part of the teaching and learning in RSE and PSHEE, as it is in all subjects.

RSE and PSHEE cannot however be assessed in the same way as most other subjects. It would be inappropriate for assessment in RSE and PSHEE to imply passing or failing for instance, as this might imply passing or failing 'as a person', given the subject's personal nature.

In Little Sutton Church of England Primary School, we follow a model of assessment that starts with carrying out an initial assessment activity for each new topic and series of lessons. This gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs, and informs teachers' planning. An end assessment then demonstrates the progress pupils have made since the baseline activity. One of the ways we carry out this style of assessment is through the use of mind mapping. At the start of each half term, the children create their own individual mind maps detailing everything they know, think and wonder about the topic. At the end of the half term, the children are given the opportunity to go back to their original mind maps and edit them in a different coloured pen - correcting their mistakes, adding in extra information, and answering their own questions.

British Values and Christian Distinctiveness

As a Church of England School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and follow our three school rules: 'Be kind, be safe, be respectful'. As a friendly and welcoming primary school in Little Sutton, our children learn about British values like respect, tolerance, democracy, liberty and law. We appreciate and celebrate diversity through the teaching of stories, values and celebrations from a variety of faiths and cultures.

The Curriculum Leader for RSE and PSHEE is:

Mrs Charlotte Neale