



Watlington Community Primary School

Rationale for PSHE, Life Skills and Wellbeing

Curriculum Intent

At Watlington Primary School we believe that the children in our community are growing up in an increasingly complex world which presents many positive and exciting opportunities but also many challenges and risks. Therefore, it is our aim to deliver a PSHE/RSE curriculum which not only tackles a range of themes and issues, but also equips them with essential knowledge and skills needed for lifelong learning as members of society. Therefore, we call it Life Skills. Our vision of developing 'independence and resilience' is embedded within our school culture and underpins everything we do. At Watlington Primary we believe that all pupils have a right to receive effective, inclusive and relevant Life Skills lessons that directly meet their needs, taught through accessible resources and non-judgemental approaches.

Implementation and Pedagogy

Our intended RSE/Life Skills and Wellbeing curriculum is detailed in curriculum map using learning statements from PSHE association. This Programme of Study integrates and sequence RSHE and non-statutory content effectively, by key stage. These may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links. Parents will also be signposted to resources available for support with mental health or how to discuss various topical sensitive issues. The curriculum is designed to teach in separate year groups and content is age appropriate. However, some content can be taught in mixed age groups especially the RSE content that does not require age sensitive maturity.

At Watlington Primary, we use an in-house plan based on statements for KS1 and KS2 from the PSHE association, sequenced to allow for progression each lesson, term and year in a spiral curriculum. The curriculum covers three core themes:

- Health and Wellbeing
- Relationships
- Living in the wider world

Each term a statement or statements from each of the three core strands are covered, allowing for retrieval and interleaving of previously learnt content, allowing knowledge to build on knowledge. This also ensures there is even and regular coverage of each core theme throughout the year and allows for links to be made to other subjects such as science and PE, as new content is covered in those subjects. From this map, teachers plan lessons supported by resources produced by a national advisor for the Norfolk Educator Solutions to teach RSE as part of the Life Skills, which utilises evidence-based teaching strategies. The resource meets national legislation and guidance requirements to support schools. SLT give Life Skills high status within the school. Some elements of the RSE/Life Skills and Wellbeing curriculum are a statutory requirement to teach in order for the



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school to meet the government guidance and The Equalities Act, 2010. It is important to teach RSE/Life Skills through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE/Life Skills and Wellbeing will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world as well as engage with the parents through regular communication about the content of the lessons.

The RSE/Life Skills and Wellbeing programme will be led by the Subject Leaders, and taught by the Class Teachers, and where appropriate HLTAs and TAs and supported by specific visitors to complement the teaching from Staff. All staff involved in the delivery of RSE/Life Skills and Wellbeing have received training ensuring pupils are taught with consistent approaches to RSE/Life Skills and Wellbeing throughout their time at Watlington CP School. There is a named Life Skills lead and a governor with responsibility. The school has a RSE/Life Skills policy that has involved annual consultation with staff, parents and pupils. Life Skills resources are fully inclusive and accessible to all pupils, including vulnerable pupils and those with SEND. Teachers use their assessment and knowledge of the SEND children to determine when they are ready to access the content or how to modify the lessons. In addition to that some SEND children are offered 1:1 or small group life skills lessons with a TA tailored to their needs e.g. learning to shop, visit the park, manage moods and feeling, articulate problems etc.

The school ensures a fully inclusive environment, embracing all forms of diversity through policy and practice. Visual displays and resources e.g. library books and class reading corners show a range of diverse families, identities and challenge gender norms. Discriminatory language and behaviour is actively addressed by all staff using a consistent approach. Opportunities to celebrate special events e.g. Black history month are maximised. Pupils create their own learning agreement for the purposes of Life Skills lessons. Pupils participate in an annual pupil consultation activity to ensure that the curriculum remains needs-led and regularly evaluated for effectiveness. Pupil voice responses are shared with staff, parents and school governors as appropriate.

Life Skills at Watlington Primary is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teaching non-biased, accurate and factual information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.



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- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from shock or guilt.
- Actively involving pupils as evaluators to ensure relevance.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

As part of the Life Skills, the children are taught not only about healthy relationships but also about:

- Being physically and mentally healthy
- Anti-bullying
- Diversity & Culture
- Ambitions and Aspirations
- Contributing To Society
- Setting Goals
- Staying Safe online
- Skills to stay positive
- Listening and speaking
- Teamwork

Our pastoral values are interwoven throughout every subject we teach within Watlington Primary School. Alongside the PSHE curriculum, children are supported to develop self-regulation skills through Strategies such as; Sensory circuits, 1:1 sessions with TA, sensory pod/room, active gym, life skills taught in small groups, Zones of Regulation and targeted support.

Impact

At the beginning of the lesson, the children may be asked their views or to share their knowledge on the topic via discussion, write on post-it notes etc and then re-assessed via designing posters and creating picture style message boards etc. The comments left in the 'Ask-it-basket' are also used for assessment of the class as well as individuals.

By the time children leave Watlington Primary we believe our **Life Skills** curriculum will have allowed them to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect. Life Skills will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. Watlington Primary will have embedded the active development of a whole-school culture that priorities physical and mental health, providing children with skills to evaluate and understand their own wellbeing needs. The ultimate aim is to develop their **character and conduct** to help them stay safe, healthy and happy.

Sources:

<https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning>



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PSHE/Life Skills action plan

Key Milestones:

- Pupil voice to see how safe they feel and learn about their perceptions
- Whole school plan including RSE and PSHE elements as advised by the revised programme of the DFE
- Positive parental engagement with the curriculum of Life Skills and Well-being

Overview	Key Actions	Lead Responsibility	When	Success Criteria
Develop a whole school plan to include the spiral curriculum of teaching PSHE and other elements e.g. fire/road/e-safety etc	<ol style="list-style-type: none"> 1. Develop a subject rationale and action plan 2. Use the updated requirements for the PSHE curriculum from gov.uk to add to the current plan and build upon the needs of the children in the area. Ensure diversity is a focus to develop cultural capital. 	SA All CTs	Autumn term 2022	All children are taught a range of necessary safe skills in the shape of a wholesome package and a spiral curriculum.
Ensure all pupils have a voice and feel safe	<ol style="list-style-type: none"> 1. Conduct pupil voice with all the children across the school to know how they feel 2. Continue to develop a needs assessed curriculum owned by the children 3. All classrooms to ensure the use of ask-it-basket, classroom character and point to the Childline number for help at the end of every lesson. 	PSHE lead All teachers	Spring 2023	All children will feel they are being taught what they need to learn. They will feel safe.
Positive parental engagement with what's being taught	<ol style="list-style-type: none"> 1. Continue the good practice of having annual parental engagement workshops (virtual currently) to discuss with the parents the curriculum and answer any questions that they may have. 2. Lesson content and themes to be shared with the parents before teaching the lessons 	Subject leader /HT All teachers	Summer 2023 Ongoing	The parents feel involved and listened to when discussing the curriculum of Life skills and well- being. Parents feel informed and engaged.
Provide appropriate CPD to new and existing staff	Deliver CPD in a staff meeting to recap on the original elements and share the updated information as reviewed by the government.	SA	Staff meeting Summer 2023	Teachers feel updated and informed of any changes and confident to deliver the curriculum.