



Lovers' Lane Primary and Nursery School



Lovers' Lane Primary and Nursery School Life-skills -PSHE and RSE curriculum

Intent, Implementation, Impact Statement

Intent	Implementation	Impact
<p>At Lovers' Lane Primary School we place high emphasis on promoting pupils' wellbeing as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and we fully recognise the important repeated relationship between wellbeing and learning. Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. At Lovers' Lane Primary School we help pupils to achieve their academic potential, and leave school equipped with skills</p>	<p>Overview Life-skills is an integral part of our curriculum. We follow You, me, PSHE, a clear and comprehensive scheme of work, which ensures the requirements of the National Curriculum are fully met through a progressive programme, which covers seven key aspects; Physical health and well being; Drug alcohol and tobacco education; identity, society and equality; Keeping safe and managing risks; Careers, Financial capability and economic wellbeing; Relationships and health education. This scheme more than meets the requirements of the RSE curriculum.</p> <p>Each year group focuses on age appropriate skills and uses a range of strategies and interventions to support the pupils. One topic per half term is taught to each year group (SRE is taught over a whole term in Y2, 4 and 6. Please see RSE Policy)). Each topic consists of three lessons per half term and teachers are expected to teach a minimum of three lessons in each half term.</p> <p>The You, Me, PSHE approach, ensures that our students gain the knowledge and understanding they need to approach a variety of situations, in line with the RSE curriculum guidance. As a school, we have chosen to teach optional parts of the curriculum as we feel it will benefit our children.</p> <p>British Values is also integrated, wherever possible, through the curriculum</p> <p>At Lovers' Lane, all staff prioritise the well-being of our children and families. Staff will provide personalised PSHE or RSE education where appropriate through a variety of strategies, including stories, circle times, discussions and Take 5 breathing.</p> <p>Where appropriate, we invite external providers to support teaching specialist subjects. For example, Newark Community First aid support Year 4 to learn basic first aid,</p>	<p>At Lovers' Lane Primary School, we intend that the impact of PSHE will:</p> <ul style="list-style-type: none"> • teach skills like perseverance, conflict resolutions, self-management, and teamwork. • the children will have respect for themselves and others. <ul style="list-style-type: none"> • children will be aware of and feel prepared to approach a variety situations as they grow up. • create good citizens with informed moral values. <p>Our school values and inclusion of safeguarding within our curriculum is vital as first and foremost, we want our children to be safe and happy so that they can excel in all aspects of school life. Our PSHE curriculum provides them with a chance to reflect and learn about these crucial elements.</p> <p>Termly pre- and post topic assessments, are used</p>

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they will need throughout later life.

PSHE at Lovers' Lane is meaningful and relevant for ALL our children; through different themes, it is taught using a skills and knowledge based approach which is underpinned by the National Curriculum.

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

-  Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
-  Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

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Framework support Year 6 to learn about homelessness, Dogs trust help KS1 learn about responsibility and how to care for dogs.

During the year, we also have special weeks based around Life-skills. For example, British Values Week, Anti-bullying Week, RSE day.

In Early Years Foundation Stage

Through Personal, Social, Emotional Development children are supported to build constructive and respectful relationships that allow them to play, learn and develop alongside both adults and their peers. As children make friendships they learn to manage conflicts and rivalries with the support of adults. Children are empowered to envisage themselves as valuable individuals who are aware of what makes them unique In the Early Years children are encouraged to express their feelings and adults carefully model the handling of these feelings and emotions to support children in becoming independent in moderating their own feelings. Children are taught to manage their own physical needs and understand the importance of respecting others privacy. A large part of the curriculum in the Early Years supports the developing resilience within young children, children are encouraged to persevere to meet their goals and targets. As a part of the learning journey experienced in the Early Years developing the understanding of rules and routines is an integral part that runs parallel to all.

In Key Stage 1 and 2:

Pupils are taught seven vital areas in life-skills, which incorporate the objectives from the RSE curriculum.

Physical health and wellbeing

Keeping safe and managing risk

Identity, society and equality

Drug, alcohol and tobacco education

Mental health and emotional wellbeing

Careers, financial capability and economic wellbeing

alongside other formative assessment strategies to support assessment for learning.

Teachers should adapt their termly plans based on this assessment and knowledge of their class.

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Relationships and health education

By the end of Primary, pupils should know:

Families and people who care for me

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:

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	<p>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</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the conventions of courtesy and manners</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>Online relationships</p> <p>Pupils should know:</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>how information and data is shared and used online</p> <p>Being safe</p> <p>Pupils should know:</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p>	
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	<p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice, for example family, school or other sources</p> <p>As needed, support is provided to children when they find particular topics more challenging. For example, each key stage has a worry box, in which the children can share any concerns, whether they arise from lessons or from something else.</p> <p>Assessment has been included as an integral part of each topic. At the beginning of the topic pupils complete a pre-topic assessment activity, which is then repeated at the end of the topic. This enables pupils and teachers to understand and demonstrate the progress made.</p>	
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