

'Working together, learning together, achieving together'

At Mattishall Primary School we value the whole child and balance their academic needs with their social, emotional and personal development. We nurture children to have active, inquisitive and creative minds. We help them by:

- *providing a high-quality curriculum with a clear pedagogical approach*
- *developing empathy, confidence and resilience*
- *recognising what equality, diversity and tolerance means*
- *equipping them with 'life skills' and behaviours for learning*
- *encouraging individuality*
- *having high expectations and celebrating success and achievement*
- *raising aspirations for the present and future*
- *providing a stimulating environment*
- *promoting a positive partnership with our parents/carers*
- *developing independent global citizens of the future*

Intent

At Mattishall Primary School, good relationships are fundamental to our ethos and our success in being a happy, caring and safe school. Relationships, Relationships and Sex Education and Health education (RSHE/LIFE SKILLS) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It 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.

RSHE/LIFE SKILLS is taught in a way which is complementary to the wider ethos, values and principles of our school. In our school it 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. In addition to this we consult all stakeholders annually on what the current need is within the school community and beyond. This informs us what is a priority for the children in our school and if necessary provide additional teaching in things like, road safety.

Some elements of the RSHE/LIFE SKILLS curriculum are a statutory requirement to teach in order for the school to meet the *government RSHE/LIFE SKILLS guidance 2019* and The Equalities Act, 2010. It is important to teach RSHE/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. RSHE/LIFE SKILLS will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

RSHE/LIFE SKILLS 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

Implementation

Our teaching of RSHE/LIFE SKILLS 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:

Mattishall Primary School provides a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner. RSE Solution and other resources are used to teach Life Skills across the school.

Curriculum Extras following our annual needs assessment may include: Road Safety, financial Literacy, enterprise, charities (Including FOODBANK, NSPCC etc.), school council. sun safety, fire safety, water safety, Friendship Squad, play leaders, peer mentors, police support; knife crime, county lines, stranger danger, anti-social behaviour, prevent. Y6 Crucial Crew visit.

Other supporting and linked curriculum subjects; Science, English, Computing, RE and PE (REAL PE/GYM, Dance, athletics),

Teachers have the professional choice to teach things at different times of the year if required based on the need's assessment of their current cohort of children. 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.

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.

Using appropriate resources to ensure that children are protected from shock or guilt E.g. About body image.

Actively consulting pupils to assess their current needs and what they would like to learn to ensure relevance and appropriateness.

Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Impact

We have different ways of measuring the success of learning across the curriculum. This allows children to celebrate their successes as well as knowing what they need to do to progress. These may include:

Statutory assessment (Maths, English)

Adult observation including staff, parent/carers and governors

Self-Assessment (Traffic light)

Attainment Tracker

Recorded Tasks (Children's work)

Verbal Feedback

End of unit quizzes

Vocab Victories

Video /photo evidence

Performance

Talking Partners

Peer feedback

Pupil Progress Tracking meetings

Pupil Passport (SEND)