



Life Skills (RSHE) Policy

Date agreed: Jan 2020

Reviewed: March 2024

Signed: (Headteacher)

Signed: (Governors)

This relationships and sex education policy covers Great Dunham Primary approach to teaching relationships and sex education Life Skills (RSHE). It was produced following thorough consultation with the whole school community including pupils, parents/carers, staff, school governors and, where relevant, appropriate members of the wider community such as medical professionals and faith leaders.

It will be reviewed every three years, or sooner if the Life Skills curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through annual Life Skills consultation events, referencing in the school prospectus and a link from the school website. If a hard-copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Values, aims and objectives:

Relationships and sex education (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.

Life Skills is taught in a way which is complementary to the wider ethos, values and principles of our school. Life Skills in this school 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.

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:

- 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 positive 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 in society, the media and peers to enable the nurturing personal values based on respect.
- Providing protections from shock and 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.

The Life Skills (RSHE) curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the Life Skills curriculum review, ensuring it remains responsive to emerging needs.

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

Our intended Life Skills curriculum is detailed as follows but 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.

The Life Skills programme will be led by Sharon Nour and taught by class teachers and supported by visitors and outside agencies where appropriate. All staff involved in the delivery of Life Skills have received training ensuring pupils are taught with consistent approaches to Life Skills throughout their time at Great Dunham.

Life Skills (RSHE) will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within Life Skills avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes Life Skills more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Great Dunham Primary we actively celebrate the diversity of our pupils, their families and the wider whole school community. Life Skills will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be

responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Dealing with sexually explicit questions

The following guidance was agreed for dealing with sexually explicit questions during Life Skills lessons:

- It will be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher.
- Anonymous question boxes will be provided while the Life Skills programme is being delivered and the pupils will be told that if there are any questions considered too explicit for that age group, they would not be answered. The judgement about which questions could or could not be answered would be based on whether or not it was closely relevant to the programme the school has decided upon.
- Pupils will be told that during any Life Skills lesson, only questions that relate directly to the Life Skills lesson on hand will be answered. Any other questions should be placed in the anonymous questions box.
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the Life Skills programme can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receiving biased information.
- If a pupil presents with sexual awareness and knowledge beyond that which is age-appropriate in line with their peers, appropriate responses will be considered; this may include referring to and using safeguarding/child protection procedures.
- If a pupil asks a question relating to Life Skills issues at any other time, if the question is related the Life Skills covered in the child's year group, the child will be told that they will learn the answer in Life Skills. If not, it will be suggested that the child asks his or her parents/carers.

Teachers' Embarrassment

If a member of staff is extremely uncomfortable teaching Life Skills then provision will be made for another teacher who is known to the children to deliver the Life Skills. The school feels that this course of action is justified since, if the member of staff is uncomfortable with Life Skills he/she is unlikely to do an effective job or to give positive messages about sexuality and/or body functions.

Specific Issues Statements

When dealing with sex related pastoral incidents staff are advised:

- Don't rush into anything and don't panic
- Assess the seriousness of the situation sensitively and sensibly, take everything into account but don't exaggerate or overreact
- Keep the welfare of the children as the focus
- Consider the full range of options
- Consider and anticipate both the positive and negative consequences of the teacher's actions
- Consult, and get support from, other colleagues
- If necessary, refer to experts such as education welfare officers, social workers or educational psychologists
- Challenge any homophobic, sexist or prejudice-related comments immediately

Safeguarding/Child Protection Procedures

Mrs Nour (Head teacher) is the appointed member of staff (Designated Safeguarding Lead) who is responsible for safeguarding/child protection procedures. If a teacher suspects that a child is at risk from

harm or neglect, they need to inform Mrs Nour and record any evidence that supports their concerns. Alternative Designated Safeguarding Leads are Mrs Marshall.

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- PSHE
- Safeguarding

Appendix A:

Letter to Parent/Guardian

Dear Parent/Guardian

Our school prides itself on delivering effective, age-appropriate relationships and sex education (Life Skills) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. Life Skills is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

Life Skills will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. Please see overleaf for Life Skills Curriculum.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

If you would like to know more information about our programme of relationships and sex education, please attend our parent's information session, familiarise yourself with the Life Skills policy and read the 'Top tips for talking to your child'.

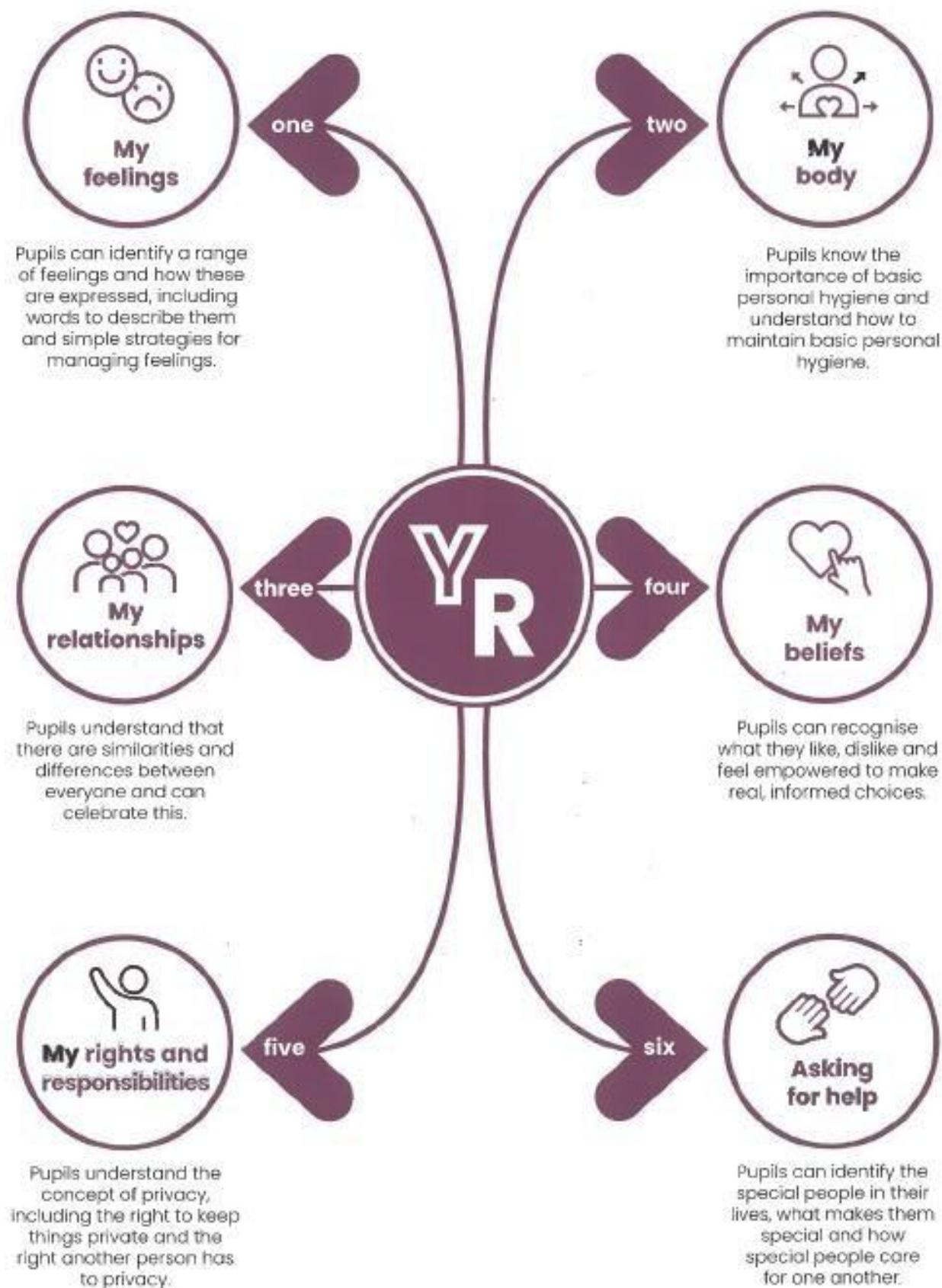
Please feel free to contact the school if you would like to discuss our programme of relationships and sex education on an individual basis.

Yours sincerely

Sharon Nour

Headteacher

Appendix B: Scheme of Work RSE:





My feelings

Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.



My body

Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.



My relationships

Pupils understand the importance of listening to other people and playing and working cooperatively, including strategies to resolve simple disagreements through negotiation.



My beliefs

Pupils can identify and respect differences and similarities between people, and can celebrate this.



My rights and responsibilities

Pupils understand that some diseases are spread, the right to be protected from diseases and the responsibility to protect others.



Asking for help

Pupils can identify the people who look after them, and how to attract their attention if needed.

Y1



My feelings

Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.



My body

Pupils can recognise how they grow and will change as they become older.



My relationships

Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.



My beliefs

Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.



My rights and responsibilities

Pupils can judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond.



Asking for help

Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

Y2

one

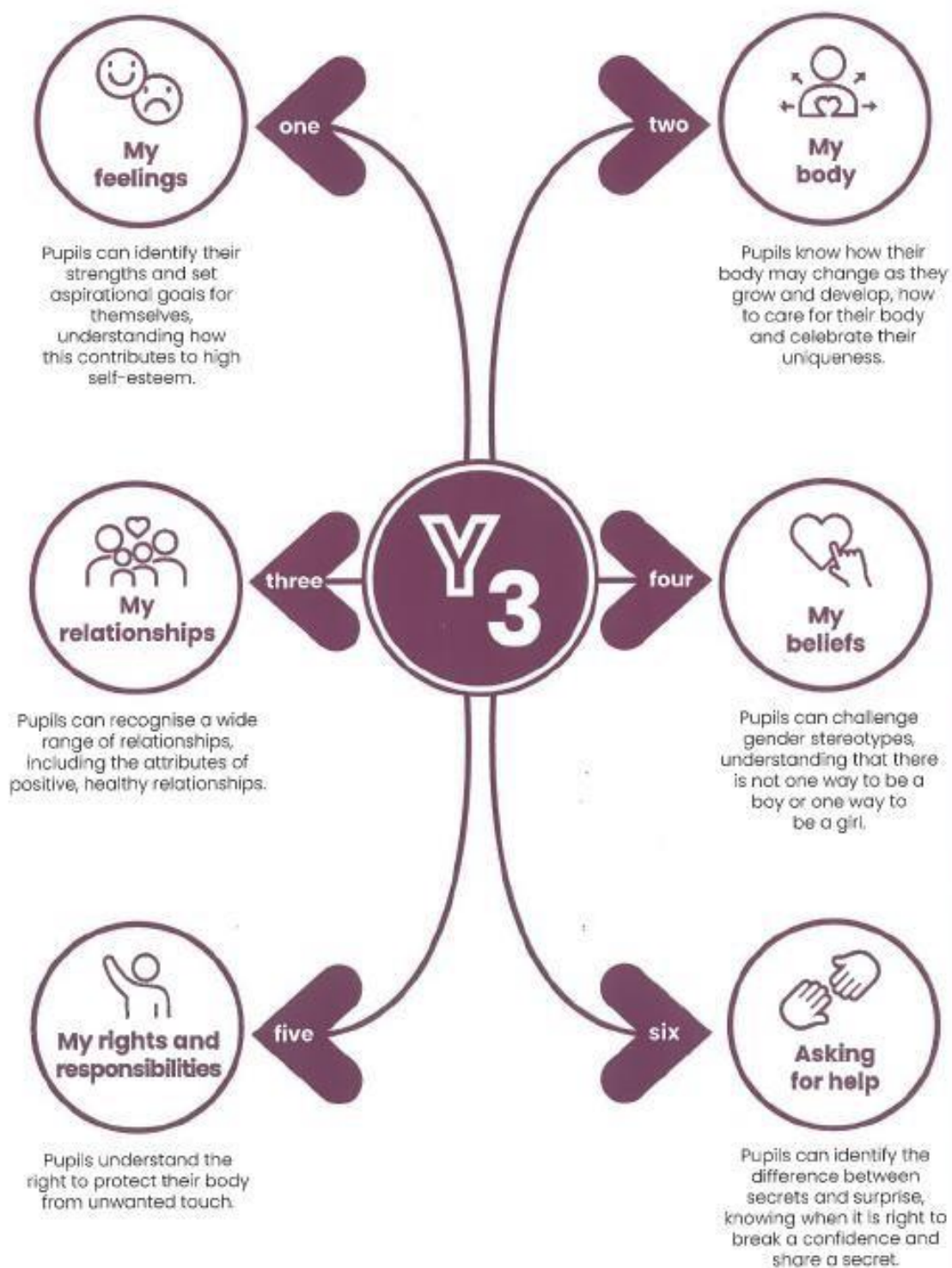
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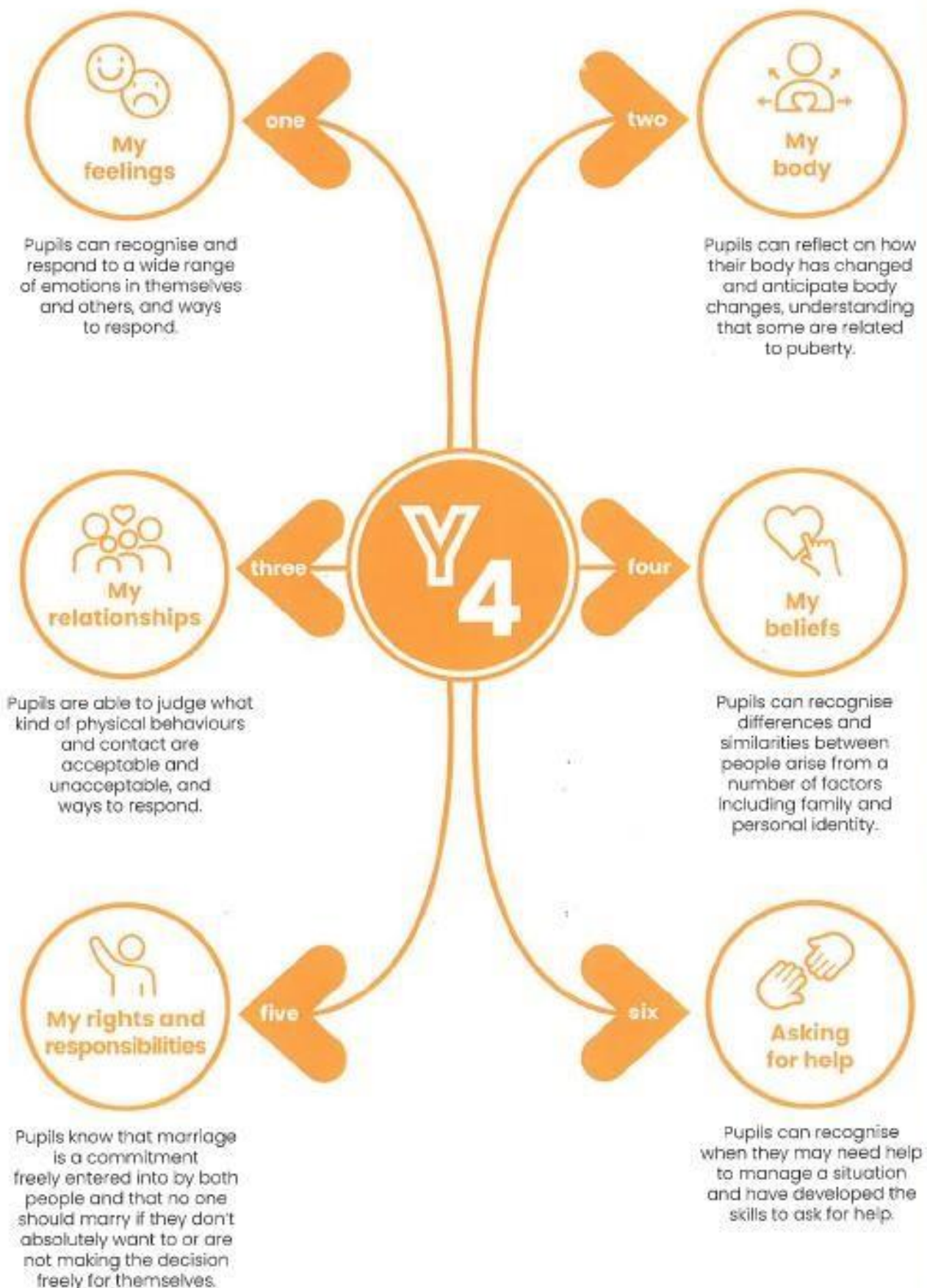
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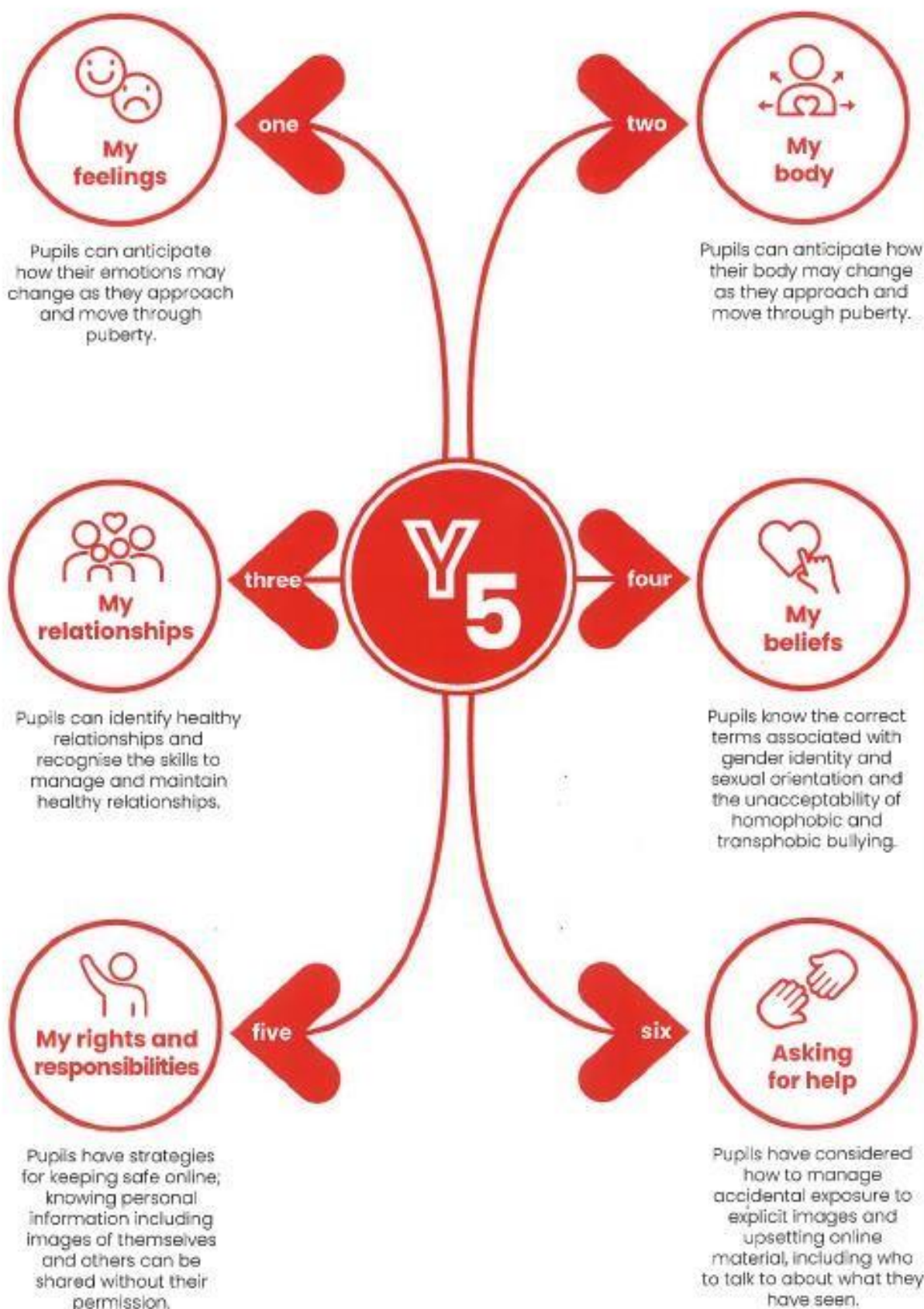
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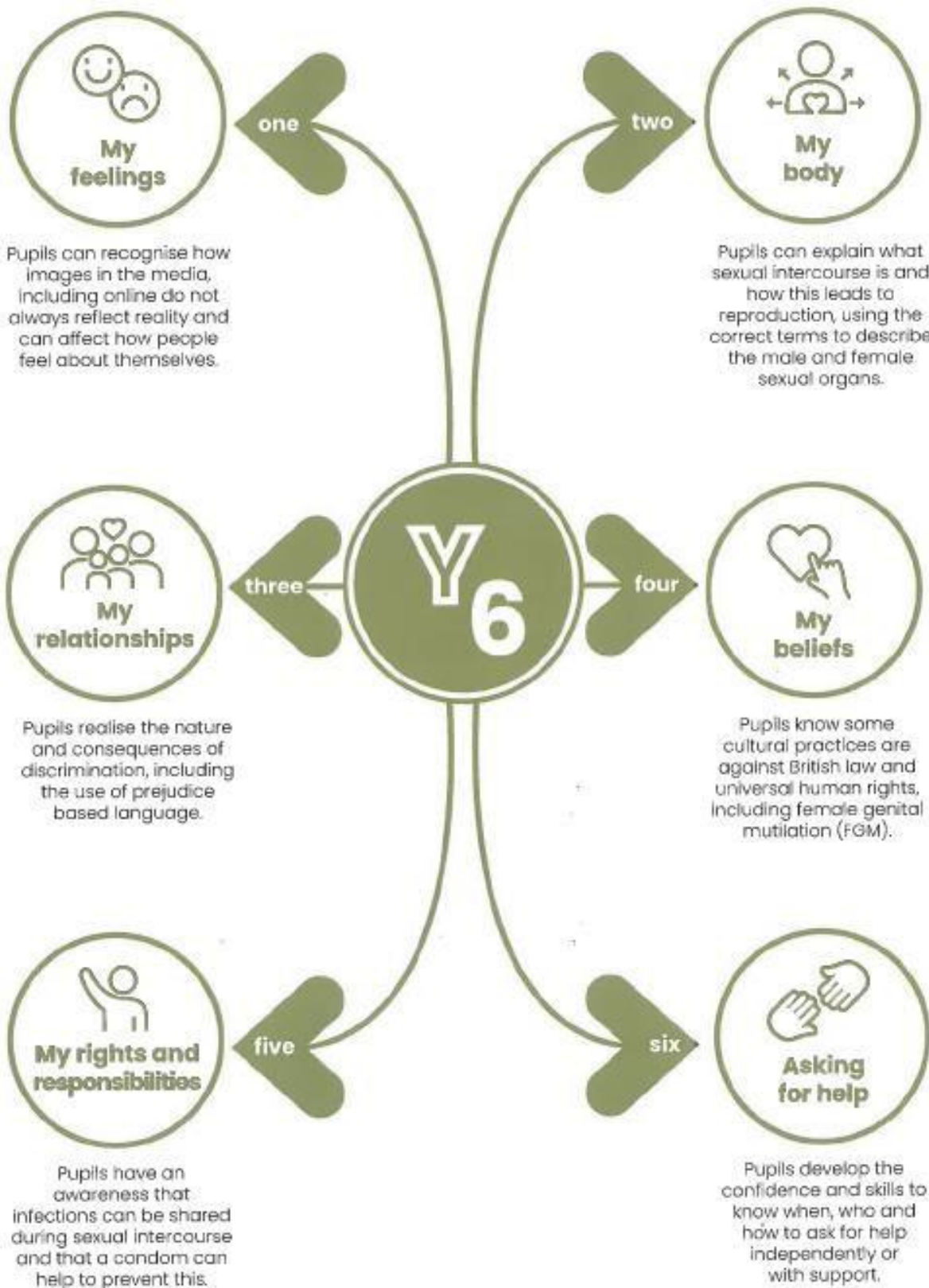
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The **Dept for Education** recommends that pupils at KS2 should know:

- How to make a clear and efficient call to emergency services
- Concepts of basic first-aid e.g. dealing with common injuries, including head injuries.

Follow the map of health agenda recommendations on giving your pupils a sound knowledge of first aid.

**Recommended
for every KS2
pupil**
Calling for help
and head injuries



KS2 – Year 3
Bites and
stings

"Children and young people are growing up in an increasingly complex world....they need to know how to be safe and healthy."

(Statutory guidance, Relationships Education, Relationships and sex education (RSE) Secretary of State, July 2020)

KS2 – Year 4
Asthma



KS2 – Year 5
Bleeding

KS2 –Year 6
Choking



Bonus Topic
Basic Life Support



Well done...
if you have
completed all
modules you are
a KS2 first aider



This way
to KS3 First
Aid



"Pupils can support their own and others' health and wellbeing, including basic first aid."

(Dept for Education, Physical health and wellbeing, July 2020)

**St John
Ambulance**

