



A curriculum based on skills and knowledge to support children to thrive

Life-skills (including RSHE) Policy

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Confirmation of ratification by Governing Body:

Governor: Curriculum and Standard Committee

Head teacher: M Miles

Date: Summer Term 2026

Life-Skills (including RSHE) Policy

Statement of Intent for Life-Skills (formally referred to as PSHE)

The intent identifies what our pupils need from our Life-Skills curriculum:

Our pupils need

High quality and ambitious teaching where we **build children's knowledge, skills and concepts sequentially** so learning opportunities reflect the needs of all pupils

An **understanding of their own personal needs and feelings, as well as recognising and practising core values for respect and caring for themselves and others.**

To recognise the **importance of key knowledge in regards to their own health, safety, lifestyle choices and awareness of the developing modern world around them.**

To be able to **identify when something does not feel right in a relationship** with a known person or stranger.

To develop **high aspirations** for their futures and ambitions based on real-life opportunities.

To be prepared for the **changing modern world**, including the influence of social media, having an online presence and knowing what to do if things go wrong

To be able to make **informed decisions** that will affect themselves and those around them as they **transition** into secondary school and adult life

To develop a **strong sense of our shared** School (Positivity, Respect and Caring) and British **Values** (Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Tolerance).

To **enhance** skills highlighted in the Cirencester Code **5C's** (Curiosity, Creativity, Communication, Collaboration and Confidence), contributing to a strong sense of belonging and well-being.

To utilise **quality and valued oracy skills** (Whole Body Listening Skills, Respectful Responses, Audience Awareness, Captive Content and Turn-Taking).

To **develop their self-confidence** by receiving careful and genuine recognition.

To confidently **explore new experiences**, speaking up in front of a group and seeking help when they need it.

To have a confident understanding of **current affairs** that are influencing our world today.

To think about and discuss local and global issues from **their viewpoint and the viewpoint of others.**

To take into account and listen to the **opinions** and thoughts of people who live in places that are beyond their everyday experiences.

To be able to talk constructively and concisely about their own **feelings** and take account the thoughts, feelings and ideas of others.

Opportunities and Experiences in Life-Skills for pupils at Cirencester Primary School

- All pupils will have the opportunity to take part in regular Life-Skills lessons which develop children's understanding of their own personal and social development- including the many aspects of a healthy lifestyle, understanding how their brains work and the impact of emotions on themselves and others.
- All children will have the opportunity to receive an age-appropriate sex education; all pupils are prepared for the changes that adolescence brings, are able to accurately use names for the main external body parts and the human life cycle (how a baby is conceived and born).
- All pupils will develop economic skills through activities such as budgeting challenges, fundraising opportunities, maths lessons and team-planning.
- All pupils will have the opportunity to demonstrate democracy by running for school council and representing their class.
- All pupils will have the opportunity to attend weekly assemblies which explore our school values, British values and the Cirencester Code- putting into practice the key themes of the Life-Skills curriculum.
- All pupils will have the opportunity to discuss and reflect on current affairs which affect them.
- All pupils will experience opportunities to practice relationship-building and confidence skills: working in a team; mixing with pupils across the school through house team or breaktimes; taking on individual responsibilities or pupil as leader roles; learning how to negotiate and solve problems constructively.
- All pupils will be assigned a house team where they will have the opportunity to share their special skills, feel part of something special and earn dojo points for their team.
- All adults in the school community will help with social and emotional coaching by having high expectations of and modelling our school's values, alongside our behaviour stages- helping pupils to recognise the impact of our actions on others.
- All pupils will have opportunities to experience life in the wider-world through a range of enrichment and awe-inspiring activities, inspiring visitors, connections to the community and trips.
- All pupils will have access to transition activities and arrangements as they prepare for secondary school. Some children may be offered further transition sessions to help with the process and develop new trusted adult relationships.

Curriculum Planning

In the main, the Life-Skills curriculum covers the latest RSHE (Relationship, Sex and Health Education) national requirements made statutory from September 2026.

Information regarding our Life-Skills curriculum specific coverage by year group has been made available on the school's website and all parents and carers were invited to a consultation process in-line with these most recent updates.

Recurring termly themes of 'Relationships', 'Living in the Wider World' and 'Health and Wellbeing' allow for progressive development of skills, strong review and connect knowledge and age-appropriate content. Understanding of individual cohorts, also allows teachers to adapt timings of key objectives based on needs.

Our curriculum runs in line with the accredited 'PSHE Association' programme of study, whilst being enhanced by 'Gloucestershire Healthy Living and Learning' (particularly for Early Years) and 'The Good Morning Club' resources and opportunities.

Our **RSHE programme** is tailored to the age and the physical and emotional maturity of the pupils. Drawing on knowledge set out in the **mandatory National Curriculum for Science**, it ensures that all pupils are prepared for the changes that adolescence brings, are able to accurately use names for the main external body parts and the human life cycle (how a baby is conceived and born).

Although designated to specific terms, teachers have the discretion to move the highlighted learning objectives below, in reflection of needs; these objectives are shared with parents each Autumn Term, outlining content coming up during the academic year.

At Cirencester Primary School, Life-skills learning;

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of life beyond Cirencester Primary
- Equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
- Equips children with a broad range of RSHE (Relationships, Sex and Health Education) and economic wellbeing knowledge
- Adapts to the requirements of the wider, modern world

The Early Years Foundation Stage- Personal, Social and Emotional Development

Children in nursery will be learning to:

- select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen or one which is suggested to them
- develop their sense of responsibility and membership of a community
- become more outgoing with unfamiliar people, in the safe context of their setting
- show more confidence in new social situations
- play with one or more other children, extending and elaborating play ideas
- find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
- increasingly follow rules, understanding why they are important
- remember rules without needing an adult to remind them
- develop appropriate ways of being assertive
- talk with others to solve conflicts
- talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- understand gradually how others might be feeling
- be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly
- make healthy choices about food, drink, activity and toothbrushing

Children in reception will be learning to:

- see themselves as a valuable individual
- build constructive and respectful relationships
- express their feelings and consider the feelings of others
- show resilience and perseverance in the face of challenge

- identify and moderate their own feelings socially and emotionally
- think about the perspectives of others
- manage their own needs and personal hygiene
- know and talk about the different factors that support their overall health and wellbeing including:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Key Stage One and Two

A rolling program of learning builds on knowledge as pupils progress from Year 1 to 6.

Specific skill learning for each cohort is detailed on the yearly overview and on information shared with parents.

By the end of Key Stage Two, 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 safe and happy families, and are important for children's security as they grow up
- that marriage and civil partnerships represent 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

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships that lead to happiness and security, 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. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened

- how to manage conflict and that resorting to violence is never right
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, Kind relationships

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- 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
- about different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites (previously 13, newly 16), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

General Wellbeing (previously mental wellbeing)

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

- Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That it is common to experience mental health problems, and early support can help.

Wellbeing online (previously internet safety and harms)

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. (NB 'physical activity' replaces 'exercise' used in previously guidance)
- The risks associated with an inactive lifestyle, including obesity.

- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping (previously Drug, alcohol and tobacco)

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention (previously health and prevention)

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. (NB 'allergies' removed)

Personal Safety

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic First Aid

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies (previously changing adolescent bodies)

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Pupils also have access to learning about (from PSHE Association- Personal, Social, Health and Economic Education):

- Economic wellbeing
- Careers education: aspirations, learning and work

Assessment, Recording and Reporting

Reflection upon participation and pupil understanding is vital for the Life-Skills curriculum. Review and Connect opportunities will allow teachers to adapt planning when building on knowledge year on year. Ongoing formative assessment in lessons will encourage adaptive teaching when needs have been recognised in a cohort.

Whole class portfolios will be kept to record pupil responses and class discussions. Planning for further assemblies and school opportunities will feed directly from recurring themes or needs identified by adults across the school.

As the subject may lead to a pupil sharing information of a sensitive nature, all safeguarding concerns must be recorded following the school's policy.

Resources

A range of basic resources are available in each classroom. They are presented in such a way that they are accessible and are maintained in good order. Additionally, less frequently used resources are kept centrally. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in the individual classrooms.

Books and other visual materials to support learning are available in the classrooms and the library. When appropriate the school uses outside resources, visitors and links with community to support learning. As well as the wealth of inspiration offered by the natural surroundings of the school.

We use the PSHE Association, further reinforced by the Gloucestershire Healthy Living and Learning platform/advisors to resource and to support our planning. All resources that are accredited by the PSHE Association are quality assured and carefully vetted for their suitability. A yearly membership cost £165 for the whole school. The government statutory guidance outlines what schools must cover, but not all that they should cover as part of broader PSHE provision. The PSHE association provide a comprehensive programme that integrates, but is not limited to, this statutory content. It includes guidance and resources for all areas of children's personal and social development as well as up-to-date guidance on RSHE.

Teaching and Learning

To ensure consistency and development of practice across the school, there are agreed procedures for common activities to ensure continuity and progression. This contributes to the development of understanding and confidence in the use of such procedures by both educators and pupils.

Whilst Life-Skills learning will at times allow for cross curricular links, for example online safety, teachers also plan specific activities to provide development of the skills, knowledge and understanding. These activities will take account of children's previous experience. Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils.

Special needs and equal opportunities

Life-Skills lessons offer a way to communicate and respond to experiences. Every child's response is unique and activities are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Adaptations to the curriculum are made in relation to each child's current learning needs. The learning environment is similarly adapted if this enables children to access the learning resources they need, for example using visuals, using drama and discussion to unpick and explore themes. Our Life-Skills planning is developed in a way that means it can be easily adapted without content or quality being compromised.

Necessary knowledge, skills and understanding for all pupils including those with SEND will be grounded in knowing how to look after themselves, how to access support and how to keep themselves and others safe.

Teachers will provide instruction and guidance on technical processes to take account of individual needs. In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the Life-Skills curriculum.

More Able Pupils

Our Life-Skills curriculum embraces regular opportunities for more able children to reflect not only on what they have learnt but how they have learnt it. For example, in group discussion activities, pupils are challenged to reflect on what they have learnt but how they worked well together, the roles they took and how successful they were in those roles. Each lesson is designed around key questions, which are unpicked and extended to deepen and challenge all children's thinking.