



Westfield Primary School-Learning for Life Skills Progression

Learning for Life (PSHE) Education is a non-statutory subject, however it is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, however, to allow teachers flexibility to deliver high quality PSHE a specific framework or programme of study is not provided. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local Learning for Life (PSHE) programme to reflect the needs of their pupils, we expect schools to use their Learning for Life programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use Learning for Life to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationships and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

At Westfield Primary School we follow the Coram Life Education scheme of work, which brings together Learning for Life, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Relationships Education, Relationships & Sex Education (RSE) and Health Education statutory guidance states that by the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.



Westfield Primary School-Learning for Life Skills Progression

	<ul style="list-style-type: none">• 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 marriage¹³ 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	<p>Pupils should know</p> <ul style="list-style-type: none">• 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	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.• practical steps they can take in a range of different contexts to improve or support respectful relationships.• the conventions of courtesy and manners.



Westfield Primary School-Learning for Life Skills Progression

	<ul style="list-style-type: none">• the importance of self-respect and how this links to their own happiness.• 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 cyberbullying), 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.• the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none">• that people sometimes behave differently online, including by pretending to be someone they are not.• 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.• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.• how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• 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.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.



Westfield Primary School-Learning for Life Skills Progression

	<ul style="list-style-type: none">• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard,• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources.
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¹³ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Relationships Education, Relationships & Sex Education (RSE) and Health Education statutory guidance states:

'65. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.'



Westfield Primary School-Learning for Life Skills Progression

Our RSE policy states the following are suggested learning outcomes for EYFS specific to Relationships and Sex Education – outcomes developed from OfSTED SRE report, ‘best practice’ and the PSHE education Framework for Secondary Schools (see www.surreyhealthyschools.co.uk)

EYFS – Reception

- Talk about what makes a family (people and communities)
- Understand who the people are in our lives who look after us (people and communities)
- Understand the things that make them unique (people and communities / the world)
- Recognise that all human beings share many similar characteristics (people and communities)
- Understand how to care for a human baby – its basic needs (the world)
- Understand what constitutes appropriate behaviour (managing feelings and behaviour)
- Demonstrate strategies for saying ‘no’, how and when to respond like this (managing feelings and behaviour)
- Learn how to respect others’ feelings (managing feelings and behaviour / making relationships)
- Name the external parts of the body using correct terminology (health and self care)
- Understand that the body changes with growth and development (the world)
- Learn about lifecycles of a seed, frog, butterfly (the world)
- Discuss pregnancy and young infant care (people and communities)