



Fairfield
Prep School

Life Skills and RSHE policy

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Contents

- 1. Introduction.....1
- 2. Aims1
- 3. Scope.....5
- 4. Key Definitions5
- 5. Confidentiality5
- 6. Record Keeping.....5
- 7. Publication and Availability5
- 8. Review of Policy.....5

1. Introduction

Effective Life Skills and RSHE are essential in promoting and protecting the wellbeing of all children. It begins in the early years and it is the school's belief that Life Skills and RSHE should be an integral part of the whole school curriculum, educating the children so that they can be safe and well informed, in preparation for life in modern Britain.

We do not wish to just present children with a body of knowledge of facts, indeed, we wish to develop a range of skills and attitudes that will prepare children for healthy and fulfilling relationships. We intend to give children the knowledge which is appropriate to their lives and stage of development. Life Skills and RSHE will involve the development of skills and exploration of attitudes, values and emotions, and will encourage children to develop an awareness of, and respect for themselves and others.

This policy has been produced in consultation with parents, pupils, governors and staff and follows the DfE's statutory requirements.

2. Aims

The aims of this policy are:

- 2.1 To give children the opportunity to acquire the knowledge, understanding and emotions to be able to be safe and play an active, positive and successful role in modern Britain.
- 2.2 To educate the children to have high aspirations, a belief in themselves, to be independent and realise that anything is possible if they put their mind to it.
- 2.3 To teach children how to deal with different factors that will affect their worlds so that they have good physical and mental wellbeing.
- 2.4 To promote the spiritual, moral, cultural, mental, financial and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life.

Teaching and Learning

In EYFS, Life Skills is taught as an integral part of topic work and is embedded throughout the curriculum. The objective statements are found in the Communication and Language, Personal, Social and Emotional Development, Physical Development and Understanding the World areas of learning.

At Key Stage 1 and 2, Life Skills is taught through a bespoke, clear and comprehensive scheme of work. We cover the three core themes of Health and Well-

Being, Relationships and Living in the Wider World, as set out in the PSHE Association's Programme of Study, which comprehensively cover the DfE's statutory Relationships, Sex and Health Education guidance 2025. We follow a spiral curriculum, revisiting similar themes across the school, at an appropriate level to each year group and tailor the curriculum to suit the needs of the children.

Life Skills is timetabled for a half an hour lesson each week. Additionally, the curriculum will be reinforced through assemblies, house assemblies and whole school events such as Anti-Bullying Week and Mental Health Week. We use a range of teaching and learning styles in the teaching of Life Skills and place an emphasis on active learning by including the children in discussions, investigations, problem-solving activities and role play. Life Skills is also taught through other subjects, such as Forest School, maths, religious education, geography, science, physical education and English. We encourage the children to support charity events, play an active role in the community and uphold our school values.

In order to meet the needs of the children, we may also use situations that have arisen in the school, news or local community to inform our planning and teaching. Pupil voice is used to tailor our programme to match the children's needs to ensure that topics are taught at the right time to support children to build positive relationships and avoid harms before they occur. Our RSHE curriculum supports the safeguarding duties set out in the most recent KCSIE by educating pupils on respectful relationships, consent, and how to safely navigate online risks. High quality resources will support our Life Skills and RSHE provision. Resources are adapted from the PSHE Association and Kapow; however, we also use other age-appropriate resources, where relevant, to create a bespoke curriculum. These can be made available to parents by request from the Head of Life Skills.

There are 6 topics in each year group, one per half term covering;

RSHE

Families and people who care about me

Caring friendships

Respectful, kind relationships

Online safety and awareness (scams, fraud, addiction Year 5 and 6)

Being safe (road safety, water safety and railway safety codes, basic First Aid)

Health and Wellbeing

- General wellbeing
- Wellbeing online
- Physical health and fitness

- Healthy Eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- **Personal Safety**
- **Basic First Aid**
- Developing bodies

Year group from:	Vocabulary introduced:	
	Boys	Girls
Year 1	penis, vagina, vulva	
Year 2	testicles	
Year 4	scrotum, breasts, nipples, puberty, erection, ejaculation, wet dreams, voice breaking, pubic hair	scrotum, breasts, nipples, periods, menstruation, menstrual cycle, pubic hair
Year 6	periods, menstruation, menstrual cycle, pubic hair	erection, ejaculation, wet dreams, voice breaking

Life Skills

- Belonging to a community
- Money
- Work and careers

An overview of learning can be found in each year group's curriculum booklet. The curriculum roadmap can be accessed [here](#).

We ensure that Life Skills and RSHE is inclusive for all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties.

When appropriate, external agencies may be used to deliver content within the classroom, where this is the case, such agencies will be supervised by class teachers at all times. In line with the School's Visitors and Visiting Speaker Statement and Safeguarding and Child Protection policy, appropriate checks will be made on external speakers. When external agencies are used, the impact of these sessions

will be closely monitored and reviewed as part of the programme of quality assurance to ensure that students get the best outcome.

Inevitably there will be occasions when questions are broached that are outside the remit of the scheme of work. Most questions will be answered simply, clearly and factually. Teachers may decide that it is inappropriate to answer some questions in a whole class setting and choose to answer individually. If a question relating to RSHE is deemed inappropriate to the year group in question, the class teacher may choose to discuss with the Head of Life Skills or Deputy Head (Pastoral). Parents may also be contacted in order to help open a dialogue at home and discuss with their child in a level or detail they feel comfortable with. In some cases, pupils may raise questions or make comments during discussions that may concern staff from a safeguarding point of view. In these cases, the usual safeguarding procedures must apply and be put into action quickly.

Safeguarding

Teachers are aware that effective Life Skills and RSHE can lead to a disclosure of a child protection issue. Any disclosures will be handled in accordance with the school's Safeguarding and Child Protection Policy and the procedures outlined in KCSIE. Teachers will consult immediately with the Designated Safeguarding Lead (DSL).

Parental Partnership

We strongly believe that successful Life Skills and RSHE is the result of a partnership between school and home and is not intended to replace guidance or advice given at home but to supplement and broaden the understanding of the pupils. Parents will be consulted in the event of any changes to the Life Skills and RSHE policies and are notified in writing when the children will be covering the RSHE topics in school.

Relationships Education is compulsory for all primary-aged pupils, and parents/carers do not have the right to withdraw their child from these lessons. Sex Education is not compulsory in primary schools. At Fairfield, we have carefully considered the needs, age, and development of our pupils. As a result, we have chosen not to deliver additional Sex Education beyond the statutory requirements. We teach human reproduction as part of the National Curriculum for Science, which is compulsory for all pupils. This content is delivered in an age-appropriate and sensitive manner, in line with statutory guidance.

Assessment

We have clear expectations of what the pupils will know, understand and be able to do at the end of each topic and pupils will be given the opportunity to reflect on their learning. We do not set formal examinations in Life Skills. Teachers will assess if a child has met or is working towards year group expectations in order to inform the child's future learning needs. General comments will be made on the child's development in Life Skills in their end of year report.

Quality Assurance

The Head of Life Skills is responsible for quality assurance within the subject. This is achieved through regular learning walks, work scrutiny, and gathering pupil voice. The Head of Life Skills supports staff by providing training, appropriate teaching

resources and keeping them informed of current developments within the subject area.

3. Scope

This policy applies to all children at Fairfield, including EYFS.

4. Key Definitions

References to the Head include any Deputy Head acting with delegated authority.

Parent refers to one or both parents, a legal guardian and, where relevant, includes an education guardian.

5. Confidentiality

N/A

6. Record Keeping

7. Publication and Availability

This policy is made available to parents of pupils and prospective pupils via the School's website.

A hard copy is available on request.

8. Review of Policy

This policy will be reviewed every two years or earlier if significant updates are required.