



Lifeskills Policy (PSHEE)

Last Reviewed	March 2016
Next Review Date	February 2022
Ratified by the Trustee Board	February 2019

HORSFORTH SCHOOL

Lifeskills Policy (PSHEE)

I Aims and Introduction

The policy is intended to state what Personal, Social and Health Education (PSHE) education students will receive.

This policy gives guidance on the role of staff in the delivery and monitoring of PSHEE and Lifeskills.

The main aims of Lifeskills lessons are to provide students with:

- Confidence about themselves and the environment around them
- Awareness of the world around them
- Opportunities to reflect on own personal beliefs, attitudes and values
- Awareness on how to live a healthy, balanced and safe lifestyle
- The ability to debate but also respect and tolerate other peoples' beliefs and lifestyle
- The skills to be independent, aspirational and be financially competent.

Lifeskills should permeate the whole curriculum. However, it is through Lifeskills lessons that we specifically address key areas and educate the whole child. Lifeskills helps prepare our students for opportunities and responsibilities of adult life. It is a vehicle in which we can develop the physical and emotional aspects of learning.

Lifeskills encompasses PSHEE as well as promoting economic wellbeing and aspects of citizenship. Alongside Religious Education, the Lifeskills curriculum is a key component in delivering Spiritual, Moral, Social & Cultural (SMSC) education.

Lifeskills lessons are broad and balanced and take into account the needs of both our young people in Horsforth and the wider community. Our overall aim is to help our students gain a better understanding of themselves and those around them; to become well rounded, responsible, healthy and safe citizens. Lessons will promote the personal growth of students in terms of attitudes and values, abilities and skills and provide them with the necessary knowledge and understanding to contribute to modern society.

Specifically, the Lifeskills curriculum will address: Sex and Relationships education, Drugs Education, personal and emotional well-being, economic wellbeing, careers education and guidance, citizenship and gender and multi- cultural issues.

The Lifeskills curriculum promotes equality of educational opportunity for all students, regardless of race, religion, gender or ability. Lessons play an important role in preparing students for a multi-cultural society where there should be no discrimination.

2 Context

The Lifeskills Policy should be looked at in the context of the following School policies:

Child Protection

No Smoking

Anti-Bullying

Drugs

Drugs Education

Health & Safety

Managing Student Behaviour

Sex and Relationships Education

Work Experience

3 Evaluation

This policy will be evaluated every three years by the Trustee Board to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

4 Authors

This policy has been updated by SAN and EGL in January 2019.

5 Procedures

Procedures to support this policy are appended as follows:

Appendix 1 - Roles and Responsibilities

Appendix 2 - Organisation

Appendix 3 - Curriculum Provision

Appendix 4 - Teaching methods and learning approaches

Appendix 5 - Assessment, Reporting and Recording

Appendix I - Roles and Responsibilities: PSHEE Programme

The Curriculum Leader is responsible for:

- The overall planning, implementation and review of the programme.
- Ensuring teachers are aware of the local guidelines and national policy statements in relation to PSHEE
- Managing the team of specialist and non-specialist Lifeskills teachers.
- Distributing pertinent lesson plans and responding to relevant issues that arise.
- Ensuring that students receive regular feedback from their teachers through the quality assurance of 'progress logs'
- Ensuring a variety of teaching methods are used and that relevant information is available to enable issues to be explored
- Ensuring all staff are responsible for the personal and social development of our students.

Appendix 2 - Organisation

- Students are taught in mixed ability and mixed gender groups in year 7 to 11. Each teacher is provided with a scheme of work booklet that includes a range of resources and clear lesson plans with set objectives for each year group they teach.
- The lesson plans and PowerPoints are user friendly, including detailed instructions and guidance on how to deliver and they are available on the School's VLE.
- Support for teaching staff is offered through termly department meetings and 'drop in sessions' throughout the year.
- There are also various other ways the subject is promoted including school events (e.g. the annual drop down Health and Safety days/ events), guest speakers, pastoral care, assemblies, "PDT in tutor time", the work experience programme and through teaching and learning in other subject areas such as RE, history, English, drama and art.
- Year 7 – 11 are all taught once per fortnight.

Appendix 3 - Curriculum Provision

Lifeskills is delivered through a thematic approach based on the three 'core themes' of:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World.

Students cover topics within these themes according to their age. All year groups begin the academic year with lessons from the MindMate programme. This is designed to tackle the most prevalent mental health issues facing young people today.

Health and Wellbeing

Key stage 3

The PSHEE scheme acknowledges the transition from primary to secondary school and focuses on getting to know each other and addressing worries students may have over starting a new school. Road safety is another essential topic they cover along with puberty and physical and emotional changes. The curriculum makes students aware of the dangers of smoking, solvent abuse, identifying different drugs and issues surrounding peer pressure. As students move into year 8, they begin to look at self-esteem, positive body images and the influence of the media. Students have 1 lesson on FGM in year 9.

Key stage 4

As students enter KS4 the topics become more advanced and the curriculum reflects the fact that students may be gaining direct experiences of issues taught through PSHEE and that they are becoming more independent and taking on more responsibilities. Topics covered concerning personal wellbeing are:

- Mental health issues
- Managing the GCSE work load
- Binge drinking and first aid when drinking and saying no to alcohol.
- Different drugs, why people use them and a focus on cannabis, legal highs and cocaine

Relationships

Key stage 3

Students are taught about resolving conflict and bullying. This includes the challenges of online bullying and identifying what is bullying. The curriculum also covers what a good friendship looks like, sex and the law and healthy relationships, sex safe, sexting and Child Sexual Exploitation.

Students also cover dealing with family issues and conflict with Parents/Carers through divorce.

Key stage 4 (years 9/10/11)

Students are taught about a range of different types of prejudice and discrimination including homophobia. The curriculum deals with different types of sexuality and looks further into sex and healthy relationships and rights in a relationship, including domestic violence, sex and the internet and attitudes to pornography. Students are made aware of the different types of sexually transmitted infections and how to access support. They are also made aware of the different types of contraception, including a condom demonstration lesson. Students are taught about the idea of

consent in a variety of contexts including sexual relationships. Cyberbullying is visited again as is online safety. 'gang culture' and knife crime are also a focus for some lessons.

Living in the Wider World

Key stage 3

In order for students to be aware of the world and issues outside of School, students complete a range of age appropriate lessons on relevant issues, including:

- Community cohesion: me, the UK and being British
- Culture and Multiculturalism
- Saving money and Banks
- Targets & action plans for school/ further education / higher education
- Internet research of careers/ career profiles
- Children's rights , with a focus on child soldiers
- Human rights more generally

Key stage 4 (years 9/10/11)

The PSHEE curriculum supports students to feel fully prepared for leaving School, being capable of organising their finances and making sure they are aware of the options available after leaving School.

Students follow the Institute of Financial Services (IFS) Certificate in Finance Education during Years 9 and 10. This is an accredited course which counts towards a student's Progress 8 score. The course includes the following aspects:

- Good citizenship
- Financial capability
- Managing money
- The economy
- Living in a diverse society

- Fraud and Tax
- Business

Additionally students will discuss:

- Prejudice and discrimination including the risks and consequences of different types of discrimination
- All students in year 10 meet the school Careers Officer. They also complete a week of work experience where they attend a work place for the week. A teacher will monitor their progress and students reflect on their experience.

Year 11

Year 11 have 1 half term of Lifeskills. Year 11 will complete the MindMate programme which focuses Mental Health in young people. After this they have extra Maths and English lessons.

Appendix 4 - Teaching Methods and Learning Approaches

All lessons are tailored to match the content of the lesson covered. The aim and objectives of each lesson is made clear and students are made aware of the purpose to each lesson. A lot of lessons are student led and encourage active learning and debate. Various different strategies are put in place in order for the lessons to run smoothly, including:

- Clear expectations and ground rules
- Discussion and debate
- Effective use of starters to engage students
- Useful plenaries that monitor progress and allow students to reflect on their learning
- Different uses of media such as text, articles and video clips
- Group work and projects

Appendix 5 - Assessment, Reporting and Recording

Since the removal of statutory PSHEE levels students reflect on their progress through a reflective progress log sheet. During / after each topic students can described the topics they have covered, any questions they still have on that area and RAG their own understanding of the topic. .