



THE HERMITAGE and THE OAKTREE SCHOOLS

Life Skills Policy

Person responsible:	Life Skill Leaders
Date adopted:	Summer 2023
Date of last review:	Summer 2023
Date of next review:	Summer 2026

1. Aims

The Hermitage and The Oaktree Schools Life Skills Curriculum teaches Personal, Social, Health and Economic (PSHE) Education and the statutory Health, Relationship and Sex Education, as well as the additional skills and knowledge that we feel are important for our children to acquire in order to live a happy, healthy and fulfilling life. Children's spiritual, moral, social and cultural (SMSC) are also promoted throughout our Life Skills curriculum and our schools values.

We believe that the culture, ethos and environment of a school influences the health and wellbeing of children and their readiness to learn. Through our Life Skills curriculum we aim to embed the positive values of positivity, respect, integrity, responsibility, resilience and co-operation, along with the acceptance and appreciation of inclusivity and diversity, and the support of healthy bodies and healthy minds.

Our spiral curriculums enable all children to develop the skills and knowledge they need to become successful individuals, confident learners and responsible citizens.

In our schools, we understand the impact and importance positive attitudes and high self-esteem has towards learning and progress for children. Children are introduced to the concept of 'healthy bodies, healthy minds' approach and taught how their brain works, how new connections are formed, as well as learning about the zones of regulations.

2. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance and we must teach health education under the same statutory guidance. Please refer to our Relationship and Sex (RSE) Policy for further information. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society, whilst also preparing children for the opportunities, responsibilities and experiences of later life.

3. Life Skills Curriculum

Intent

To deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this children will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Implementation

Personal, Social and Emotional Development (PSED) is a Prime Area of EYFS. In KS1 and 2 discrete lessons are taught as well as the opportunity to discuss and embed learning throughout the day. Life Skills lessons are taught using the themes of Relationships, Living in the Wider World and Health and Wellbeing.

To develop knowledge and understanding -

In Reception we teach children through circle time and facilitated learning how to -

- Consider others emotions; understand social situations, find solutions to conflict, build respectful relationships, regulate their own emotions, look after others, about communities, communicate with others, consider others feelings and perspectives, understand and follow rules, manage own needs, appreciate and accept individuality, develop resilience, manage emotions, stay healthy, wants versus needs.

In Year 1 we ask –

- How do we recognise our feelings?
- What is the same and different about us?
- How do we stay safe?
- How do we show respect?
- How can we be, the best we can be?
- What helps us stay healthy?

In Year 2 we ask –

- What makes a good friend?
- Who is special to us?
- What helps us stay safe?
- What can we do with money?
- What can help us grow and stay healthy?
- How do we change and grow?

In Year 3 we ask –

- How can conflict be resolved?
- What do we notice about our community?
- How can I manage risk?
- Who looks after me?
- How can we stay healthy?

- What is a healthy relationship?

In Year 4 we ask –

- How can I be assertive?
- How do we show respect to others?
- How can I deal with dangerous, risky or hazardous situations?
- What are my rights and responsibilities?
- What are healthy choices?
- What is a healthy relationship?

In Year 5 we ask –

- How can I recognise a positive friendship?
- How do we respond to discrimination?
- What can I do if I feel uncomfortable or unsafe?
- What career opportunities are there?
- What can I do daily to support my health?
- What is identity?

In Year 6 we ask –

- How can I relate positively with others?
- What is prejudice?
- What can I do to stay safe in relationships in person and online?
- How can I use money carefully?
- What can I do daily to support my mental health?
- What is identity?

In addition to Life Skills Lessons we -

- Teach and model our School Values
- Follow our Wellbeing (Behaviour) Policy
- Use emotional coaching and check-ins to expand children's emotional vocabulary and support them express emotions
- Use the explicit teaching of self-regulation calming strategies and positive self-talk to help deal with intense emotions
- Encourage children to develop a healthy growth mindset
- Use additional circle time opportunities to talk about every day situations and scenarios when needed
- Provide opportunities for children to learn about their rights and responsibilities and appreciate what it means to be a member of a diverse society.
- Encourage children to develop a sense of self-worth by playing a positive role in contributing to school life and the wider community through our School Councils and other additional responsibilities.
- Have a dedicated trained School Emotional Literacy Support Assistant (ELSA)
- Have trained Mental Health Aiders amongst our staff

Teachers will deliver our Life Skills curriculum in a way that allows children to explore varying viewpoints by ensuring that information is unbiased and impartial. Potentially sensitive questions from children within lessons will be answered by teachers in a factual way.

ROCK rules are used to provide a safe learning environment through clear ground rules which are made explicit to the children and reinforced consistently.

Respectful of what everyone has to say despite whether they agree or not.

Open to discuss the issue but at the same time understand they everyone has the right to privacy if they wish.

Confidential.

Kind in any discussion.

Impact

Children will ...

- demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good;
- have good physical and mental health;
- have resilience to 'bounce back' when faced with adverse childhood experiences (ACEs);
- will have a healthy growth mindset;
- develop positive and healthy relationship with their peers both now and in the future;
- understand the physical aspects involved in Relationship and Health Education at an age appropriate level;
- will have respect for themselves and others;
- will have positive body images;
- will foster the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

Children's understanding, knowledge and skills are assessed by teachers through observation, discussion, questioning and participation in groups. Children will be involved in self-assessment by talking about their own experiences and achievements will be celebrated in special assemblies.

Assessment is an on-going process through:

- Informal observation of children working and during break/play time and other unstructured play opportunities;
- discussion with children;

All year groups plan lessons to ensure that the children develop their understanding of the subject, building on previous knowledge. As a result of high-quality teaching and engaging experiences, children are well prepared for the next stage in their education.

4. How PSHE is organised in the schools

Children need to work in a safe and secure environment in order to be able to explore their own and others' attitudes, values and skills.

We use a range of teaching and learning styles which reflect children's' age, development, understanding and needs. We place an emphasis on active learning by including the children in discussions during Circle Time, encouraging the children to think and work together in mixed ability groups. The children are encouraged to use their enquiring minds through investigations and problem-solving activities, e.g. setting agreed class rules of behaviour (Ready, Respectful and Safe), getting involved in an activity to help other individuals or groups less fortunate than themselves. We offer children the opportunity to hear from a variety of visiting speakers, such as fire service,

representatives from the local church, Life Education Centres etc. Visitors are invited into school to talk about their role in creating a positive and supportive local community.

All subjects, where possible, make a link to our Life Skills teaching and the language is used consistently by all staff. Events across the year are also used to further teach, develop and embed Life Skills, e.g. during the week of the Spring Fair children take ownership of all aspects of planning, preparing and running a class stall. This supports children in applying the skills they are learning in real life situations, such as working as part of a group on a project, resolving conflicts, taking monetary decisions and sharing their thoughts within a wider group.

We also take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising, the planning of special events at school, making class rules, raising awareness of democracy through voting for the school and eco council meetings, and in Year 2 and 6 Friendship Friends by taking on roles of responsibility for themselves, for others and for the school. The School Council also met for pupil voice.

Planned events across the year offers discreet whole school themed days/weeks on:

- Anti-Bullying
- Online Safety
- Feeling Good Week

5. Inclusive Teaching PSHE

Life skills forms part of the school curriculum policy to provide a broad balanced education to all children. Through our Life Skills teaching we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Talk About Programme aimed at ASD children and 'Feelings Art Book' aimed at children with social and emotional difficulties.

For some children, particularly those with special educational needs and disabilities, a tailored approach which is differentiated and personalised may be necessary to ensure learning outcomes are met. This will be discussed with parents/carers and based upon the individual needs of the children, prior to the session. This PSHE Policy will be carried out in accordance with the SEND Code of Practice 2014.

6. Parental and Community involvement

Parents are invited to join in events in school, such as class assemblies, workshops or specific events on relevant themes. Parents are regularly informed of events and developments in the school newsletter, on our website and school social media accounts. Working with parents is a vital part of the whole school approach to developing children's Life Skills. We involve outside agencies e.g. NSPCC, Health Visitors, Children and Young People's Nurses, Police Community Support Officer and Fire Services. The school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible Life Skills curriculum for the children.

7. Confidentiality, Safeguarding and Child Protection

Teachers are aware that the teaching of some aspects of PSHE may lead to the understanding by children of what is and what is not appropriate in a relationship and may lead to a disclosure of a child protection concern. Staff will refer to the schools Safeguarding Policy, in line with Keeping Children Safe in Education, 2021.

Everyone involved in PSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with children, making it clear that teachers cannot offer unconditional confidentiality. Children will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

8. Monitoring and Review

The Life Skills Leader monitors the effectiveness of this policy on a regular basis. All staff, including teachers, teaching assistants, administrative staff and midday supervisors are vigilant in monitoring and following school policy.