



ST GEORGE'S ACADEMY

LIFE SKILLS POLICY

1. Rationale for Life Skills

As of September 2020 Sex and Relationship Education and Health Education will be compulsory in all secondary schools. Personal Social Health Education (PSHE) helps students to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Students agree that PSHE education is a vital part of their preparation for life, with 92% of those who have been taught the subject believing all young people should receive high-quality PSHE lessons.

While schools are not required to teach PSHE education, the subject makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of pupils". Schools must "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe.

PSHE Association (2018)

2. Aims of Life Skills

Life Skills is an amalgamation of Social, Moral, Spiritual and Cultural Education and Guidance. Our Life Skills programme is taught by tutors Period 1 on a Friday and is supplemented by outside speakers. Through Life Skills, students have the opportunity not only to visit relevant topics for their personal development, but also to build their skills of critical thinking, communication and problem solving. The programme covers both British Values and our own Academy Values.

Activities and teaching in Life Skills contributes to achievement of the curriculum aims for all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Students being aware of their health (physical, mental and sleep)
- Educated on sex education and related topics
- Responsible citizens who make a positive contribution to modern society

PSHE - Personal, Social, Health and Economic education, is described in new interrelated units of study for both Key Stages 3 and 4. These units cover: personal wellbeing, economic wellbeing and financial capability, social and health education, including sex education, sleep education, mental health, relationship education, internet safety, crime, racism, homophobia, extremism, emergency services, first aid, alcohol and drugs, human rights, options, the social and emotional aspects of learning, careers education, enterprise, financial capability and work-related learning.

3. Assessments in Life Skills

Throughout each unit, students will complete activities based on each topic. At the end of each unit, students will sit a recall test to assess their progress. This data will be discussed on their end of year report in the form tutor report. Verbal understanding will also be a key indicator of student progress.



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The evidence of learnings will mainly be present in the students' Life Skills exercise books. This evidence may be in the form of:

- Recall tests
- Spider diagrams
- Presentations
- Notes
- Posters
- Speeches
- Debates
- Peer assessment
- Written tasks
- Work sheets

4. Sex and Relationship Education (SRE)

SRE focuses on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health. Sex and Relationship Education is designed to prepare children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

The UK Learning and Skills Act 2000 requires that:

- Young people learn about the nature of marriage and its importance for family life and bringing up children
- Young people are protected from teaching and materials, which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned
- School governing bodies have regard for the guidance
- Parents have the right to withdraw their child from all or part of SRE provided outside national curriculum science

Following sustained political pressure, in March 2017 it was announced by the Department for Education that from September 2019 Relationship and Sex Education (RSE) in secondary schools would be made mandatory in England by the UK government. This will be expected to be filtering into the curriculum from now.

The subject content of RSE studied in Key Stage 3 is: changes through puberty; self-esteem and self-respect; changing family relationships; losing relationships; social media relationships; types of relationships; showing someone you like them; delaying sex and abuse in relationships.

The content of RSE studied in Key Stage 4 is: types of contraception; types of STIs; teenage pregnancy; consent; laws and sleep education.

This content is prescribed by the Life Skills Co-ordinators. This content is taught to the students by their form tutors. Some resources may be provided which form tutors can use and adapt to suit the needs of their forms. All standard classroom differentiation and access requirements will be shadowed.



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5. Health Education

Health Education will cover learning about feelings and emotions, more on internet safety, self-control and also puberty. As well as this, we will continue to develop our students' knowledge on the topics they have studied in primary school.

The aim of teaching pupils about their physical and mental health and well-being is to enable them to make good and correct decisions to support their own health. We want our students to be able to recognise if there is a problem with their physical or mental health and the health of others so that support can be put into place as early as possible.

We will also be teaching our students to have self-control and self-regulate their behaviour. This is integrated into the curriculum as a whole as well as Life Skills.

6. British Values in PSHE/Life Skills

At St George's Academy, our values are:

- Respect: We agree to respect all members of our community and our environment
- Teamwork: We agree to work together for the benefit of all
- Tolerance: We agree to show tolerance of different cultures, traditions and faiths
- Opportunity: We agree to seek opportunities for ourselves and others
- Ambition: We agree to be ambitious for ourselves and others around us
- Excellence: We agree to strive for excellence in everything we do

At St George's Academy, we uphold traditional British values and seek to ensure through assemblies, Life Skills and across the curriculum that our provision enables students to:

- Develop their self-esteem and self-confidence
- Distinguish right from wrong and to respect the rule of law
- Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those in their community
- Acquire a broad general knowledge of and respect for public institutions and services
- Show tolerance of different cultures, traditions and faiths
- Show respect for other people
- Show respect for democracy and support for participation in the democratic processes

7. Inclusion

The policy has been given careful consideration to all students: age, race, disability, gender, religion, ethnicity, and sexuality. This is to ensure that all students feel provided for and comfortable when being educated about PSHE. We want our students to feel valued and included. All teachers will seek to create a classroom environment in which students feel safe to discuss and learn.

8. Disclosures and confidentiality

Due to the difficult and sensitive nature of some of the topics studied, teachers and staff will be prepared to answer some of the difficult questions that may arise; however, this may be at a later point.



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Any disclosures made by students that comprise their safety cannot be kept confidential. They will be passed on due to safeguarding laws and responsibilities. Staff will make this clear to students should such a situation occur.

9. Parental Rights

Parents retain the right to withdraw their child from PSHE until that child is aged 15 years and 9 months. At this age, the student can opt back into studying the units. To do this, the parent should address the Principal in writing. The Principal will discuss the implications of withdrawal. The parent does not have to justify their reasoning for seeking withdrawal. The school will make alternative arrangements for the students should withdrawal occur.

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| Policy Developed by: Jeanette Steward, Vice Principal | |
| Date Adopted: February 2019 | |
| Reviewing Committee: Student Support | |
| Frequency of Review: 2 Years | |
| Date last reviewed: February 2019 | |
| To be reviewed by: February 2021 | |
| Name <u>G. Arnold</u> | Signature  |
| Committee: Student Support | Chair of Governors |