



# ST GEORGE'S ACADEMY

## LIFE SKILLS POLICY

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### 1. Rationale for Life Skills

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.

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.

### 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 supports 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. Verbal understanding will also be a key indicator of student progress.

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

- Recall tests
- Spider diagrams
- Presentations
- Notes
- Posters



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- 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.

Following sustained political pressure, it was announced that from September 2020 Relationship and Sex Education (RSE) in secondary schools would be made mandatory in England by the UK government.

The subject content of RSE studied for the following Key Stages includes:

Key Stage 3: 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.

Key Stage 4: types of contraception; types of STIs; teenage pregnancy; consent; laws and abuse in relationships.

Key Stage 5: fertility issues; parenting; abusive relationships; pornography and sexual consent.

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.

For further information relating to RSE, please relate to the RSE policy available on the Academy's website.

### 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.



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### 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. This includes meeting the needs of all our pupils, including those with special educational needs and disabilities (SEND) by supporting in their development of friendship groups, as well as their self-confidence and self-esteem.

In all, the PSHE programme will promote social learning and expect our pupils to show a high regard for the needs of others by demonstrating a level of tolerance and respect. Topics studied within Life Skills will be seen as a vehicle to address diversity issues and ensure equality for all.

### 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.

Any disclosures made by students that comprise their safety cannot be kept confidential. They will be passed on due to safeguarding laws and obligations. Staff will make this clear to students should such a situation occur. Any safeguarding concerns will be dealt with following our safeguarding policy and procedures.



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#### 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. If parents or carers wish for more information, they are invited to contact the Life Skills Co-ordinators.

#### 10. Responsibilities of School Staff

##### **Life Skills Co-ordinators -**

The Life Skills Co-ordinators are responsible for the development of the Life Skills programme. They are responsible for ensuring that all statutory elements of the National Curriculum are delivered and that appropriate guidance from Government and Department for Education is applied correctly. The Life Skills Co-ordinators are responsible for monitoring and evaluating the programme in the school's context and for reviewing the school's policy. Staff are able to make requests in regards to the school's context and the Life Skills Co-ordinator will do their best to adhere to this.

##### **Classroom teacher -**

All classroom teachers are expected to contribute to the pastoral care of students and to support their: spiritual, moral, social and cultural development and to undertake the duties of Form Tutor by supporting the ethos of the school and contributing pro-actively to the Life Skills curriculum.

##### **Timetabled Classroom teacher -**

All timetabled classroom teachers are expected to deliver the Life Skills programme to their allocated classes in line with the guidance from the Life Skills Co-ordinators and SPMs. They are to ensure that pupil work is kept in the yellow exercise book as provided, that the objectives for each lesson are met and recall tests are carried out and responded to.

##### **Political Impartiality -**

In keeping with guidance published in 2022, when political issues are brought to the attention of pupils, it is fundamental that political views are presented impartially and offer a balanced presentation of opposing views. This includes teachers avoiding conversations in sharing their own political views.

#### 11. Cross-curricular Interactions

The knowledge and skills used within Life Skills lessons are enhanced by other subject areas within the school. This can be seen in subjects such as Science, History, Art and E.P.R.

##### **Science -**

Factual knowledge about living things and health are an integral part of PSHE as is the collection of evidence and investigation.



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### E.P.R -

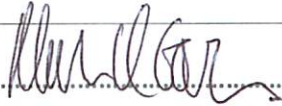
Students reflect on the spiritual, moral, social and cultural issues of other people as well as themselves. In addition, Students in Year 10 and 11 are allocated E.P.R focused topics that link with other relevant areas of the Life Skills schemes of learning.

### History -

Students learn how the past influences the present, what earlier societies were like, and about the ideas, beliefs, attitudes and experiences of people in the past. This can influence their personal choices, attitudes and values as members of society.

### Art -

The "arts" allow pupils to be involved in collaborative projects and reflect upon how art, craft and design are part of the local, national and global communities to which we all belong. The arts promote personal expression, reflection and emotional development.

Policy Developed by: Jeanette Steward, Vice Principal	
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Name ..... M. Gavin .....	Signature .....  .....
Committee: Teaching + Learning	