

Edward Peake C of E (VC) School

Headteacher: Miss Z J Linington

Potton Road • Biggleswade • Bedfordshire • SG18 0EJ

Tel: 01767 314 562 • Fax: 01767 314 006

E-mail: info@edwardpeake.beds.sch.uk

Web: <http://www.edwardpeake.beds.sch.uk>



Life Skills (Previously known as PSHCE) Policy 2024-25

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1. Aims

The intention of the Life Skills curriculum is to provide a broad, balanced and knowledge-rich education, which ensures each and every child can fulfill their potential by offering challenging and engaging learning experiences with Christian values at the heart. The schemes of work aim to equip pupils with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes pupils need to protect and enhance their wellbeing. It should ensure that every child is guaranteed a Life Skills education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships and sex (including understanding consent, negotiating life online and intimate relationships).

“The evidence shows that personal, social, health and economic (PSHE/Life Skills) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.”

Department for Education review of PSHE/Life Skills education impact and effective practice.

Through these lessons, pupils will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful Life Skills curriculum coverage is a vital tool in preparing pupils for life in society now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Health and Wellbeing.

The Life Skills units aim to cover a wide range of the social and emotional aspects of learning, enabling pupils to develop their relationships with others, recognise behaviours in others and allowing pupils to develop their identity and self-esteem as active, confident members of their community and prepare them for the working environment. The themes and topics support social, moral, spiritual and cultural development and provide pupils with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

2. Statutory requirements

Most of the PSHE/Life Skills education became compulsory for all schools in September 2020. This covers; Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4 and Health Education from key stages 1 to 4.

Key Stage Two:

- We must teach Relationships Education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach Health Education under the same statutory guidance

Key Stage Three:

- We must teach Relationships and Sex Education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach Health Education under the same statutory guidance

Key Stage Four:

- Students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3.
- PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

It should be noted that the PSHE curriculum is going through consultation and the outcomes of this will impact the curriculum. When this is published, we will update our curriculum planning, teaching and policies accordingly (July 2024).

3. Content and delivery

3.1 What we teach

It's now a statutory requirement to teach most of PSHE education. This statutory content – often referred to as RSHE – covers Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education from key stages 1 to 4.

Refer to our Relationships and Sex Education (RSE) policy for details about what we teach, and how we decide on what to teach, in this subject. This policy is available on our website.

For other aspects of Life Skills, including Health Education, see the attached curriculum overview for more details about what we teach in each year group.

3.2 How we teach it

Life Skills is taught once a week to all year groups in one hour slots. Parts of the Life Skills curriculum are linked to the wider school, including assemblies and form class times. These include:

- internet safety
- issues with bullying (e.g. Anti-Bullying Week) and
- understanding of democracy government and how laws are made and upheld (e.g. Parliament Week, voting for improvements/changes led by School Council members)

The Life Skills curriculum is delivered by the form tutors within Key Stage 2 and by a member of the Life Skills teaching staff to Key Stage 3 and 4 pupils. Within the Life Skills curriculum planning, there are differentiated activities for pupils who need support and for those that need to be challenged further. In teaching Relationship Education and RSE, Edward Peake ensures that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We comply with the relevant provisions of the Equality Act 2010, therefore we ensure that all of our teaching is sensitive and age appropriate in approach and content.

When teaching pupils about Lesbian, Gay, Bisexual and Transgender, Queer/Questioning and more (LGBTQ+), this content is fully integrated into our programmes of study for this area of the

curriculum. We ensure pupils with special educational needs and disabilities (SEND) are included in all Life Skills lessons by:

- breaking down the learning outcomes into smaller steps
- re-visiting, re-enforcing, consolidating and generalising previous learning
- introducing new concepts, knowledge and skills
- re-visiting content through cross-curricular learning and /or through other activities in school
- using Baseline Assessments to identify pupils' starting points
- provide opportunities in school to promote physical, social and emotional understanding

When teaching controversial topics or dealing with difficult questions from pupils, staff need to:

- have personal awareness and self-reflection
- have awareness of the nature of controversial issues and the challenges they pose before the lesson
- have awareness of the make-up of the class environment
- have the ability to use and apply a range of teaching styles
- create an appropriate classroom atmosphere and support the democratic school culture
- introduce pupils to frameworks and strategies
- eschew the role of a 'knowledgeable expert'
- train pupils to identify bias
- have the ability to plan and manage discussion effectively
- have the ability to use and apply a range of specialised teaching techniques
- involve other teachers or leaders within the school
- ensure the Ground Rules are revisited at the beginning of every lesson and ensure the pupils know these

Life Skills teaching staff may wish to raise concerns about their ability to teach certain areas of the Life Skills curriculum or seek support before teaching a particular area. In these instances, teachers may:

- seek advice/support from the Life Skills Subject Leader
- seek advice/support from their 'teaching partner'
- seek advice/support from the CPD slides on the shared drive (provided by the DfE, yet amended for Edward Peake)
- seek advice/support from the PSHE Association

To inform Life Skills planning at Edward Peake, many elements of it have been sourced from the PSHE Association or affiliations of these. These resources have then been adapted to cater for the pupils of Edward Peake taking into account the needs of the pupils in our school. Information or data received is taken into consideration and incorporated into planning and teaching.

Many of the /Life Skills lessons begin with a Baseline Assessment, and are concluded with an Endpoint Assessment. These are used to inform teachers of pupils' starting points and what they learn throughout the lesson. The assessment method for Life Skills is an ipsative approach, where pupils' progress is based on their initial understanding to their understanding at the end of the lesson or unit

of work. Assessment information for each unit of learning is shown on the medium term plans.

Progress is reported to parents through End of Year reports and at Parent Evenings with Subject Teachers.

4. Roles and responsibilities

4.1 The Governing Board

The governing board will approve the Life Skills policy, and hold the headteacher to account for its implementation.

4.2 The Headteacher

The headteacher is responsible for ensuring that Life Skills is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering Life Skills in a sensitive way
- Modeling positive attitudes to Life Skills
- Monitoring progress through the ipsative approach
- Responding to the needs of individual pupils

K. Corby is the Life Skills Subject Lead.

4.4 Pupils

Pupils are expected to engage fully in Life Skills and, when discussing issues related to Life Skills, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of Life Skills is monitored by K Corby (Life Skills Subject Leader) through:

- Termly Life Skills team meetings
- Learning walks
- Book scrutinies
- Pupil interviews
- SHEU data

This policy will be reviewed by K Corby (Life Skills Subject Leader) annually. At every review, the policy will be approved by the Headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

- The RSE policy

Approved by Headteacher:

Review date: July 2025