



FALCONS PREP
RICHMOND

PSHEE (Life Skills) Policy

Primary person responsible for this policy: Sophie Wyatt

Job title: Deputy Head

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Circulation: This policy is available to parents on request. It is addressed to all members of staff and volunteers.

Department Statement

PSHEE (Personal, Social, Health and Economic Education) at FPR aims to enable children to be healthy, independent and responsible members of society. As such we have named these lessons 'Life Skills' and this will encompass all of the elements of PSHEE and citizenship and will also embed our School Learning Habits into the Life Skills curriculum. For further information on how different subjects link to Life Skills, please refer to Appendix 1.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community, in doing so we help develop their sense of self-worth. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of the Life Skills Curriculum are to enable the children to:

- Develop the confidence and responsibility to make the most of one's abilities.
- Develop good relationships with peers, teachers and other members of staff.
- Recognise personal achievements in all areas of the curriculum.
- Develop independence and recognise one's worth.
- Learn to respect differences in others and to share in similarities.
- Play an active role as citizens.
- Develop a healthy and safe lifestyle.
- Actively promote fundamental British values.
- Actively develop and encourage the 5 Falcons Learning Habits in every child.

We aim to develop in every young person the values, skills and behaviours that they need to get on in life. This is achieved through a variety of means such as assemblies, eco-school committee, Children that Care committee and school council alongside the Life Skills Curriculum.

Planning and delivery is achieved using a range of teaching methods as working resources. Our key objectives for Life Skills scheme of work are to:

- Help prepare the pupils for roles and responsibilities as they develop towards adulthood.
- Help pupils become aware of the importance of issues relating to race, gender and society.
- Raise health issues appropriate to emotional and physical development of maturity.
- Develop interactive skills allowing pupils to work together constructively and build positive relationships.
- Widen the perspective of pupils thinking and understanding.
- Enhance self-esteem and confidence by recognising and valuing their own and other people's achievements.
- Provide opportunities to make decisions based on reason by recognising alternatives.
- Enable pupils to understand that they are able to make choices for themselves and for others and that learning is a lifelong process.
- Provide pupils will opportunities to establish and understand about different relationships, how to form healthy, positive relationships, and give pupils the required skills to manage relationships effectively.

The new life skills curriculum has embedded the relevant government guidance on relationships education, and sex education which can be found here:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

<https://www.gov.uk/government/publications/relationships-education-rse-and-pshe>

Please refer to the Sex and Relationships Education Policy for more information.

Organisation

- The Life Skills co-ordinator (subject leader) provides a curriculum framework from which schemes of work are developed in year groups. The co-ordinator monitors planning, teaching and lessons in year groups to ensure objectives are being met. They provide and audit resources for staff to use in lessons and create links with the wider community, expanding cross curricular links to further enrich the programme.
- The Matrons helps to support boys' health and well-being to ensure they can participate fully in an active school life. These responsibilities also extend to the staff's welfare and medical needs whilst at school. They organise immunisation programmes, develop health care plans if required by the Deputy Head (welfare and wellbeing), create contacts in the community to visit and speak on a range of key health issues and organise health experts to assist in the delivery of the pastoral programme.

Teaching Staff

Life Skills extends beyond a single lesson each week and therefore all staff have a responsibility for delivering the life skills curriculum. This occurs through cross curriculum links, form time each morning and in every interaction a staff member has with a child appropriate for the age group. Occasionally, guest speakers will be invited in to school to lead sessions.

Appraisal of staff is carried out by the Life Skills coordinator (Deputy Head – Pupil Welfare & Wellbeing).

This year, the PSHE coordinator delivers the specific curriculum lesson for Life Skills, which originally took place in form time, but has since been moved to a timetabled lesson to enable the curriculum to be delivered fully.

Communication between staff is vital, and there are many opportunities for staff to discuss both the delivery of the content as well as any concerns that arise outside of the curriculum topics. This can be done through regular year group meetings, at our weekly stand and shout meeting, departmental meetings, via email, conversations with matron and other pastoral staff, and through staff share (schemes of work). Ideas can also be gained from the new PSHEE Life skills staff library in the staff room. This allows us to be proactive and tackle issues arising to the needs of an individual year group.

The form teachers will also be involved in some life skills delivery outside of the curriculum as and when required to target specific areas during the flexible form time periods.

Professional Development

Professional development takes place within the parameters of the appraisal procedures. Staff are encouraged to attend external courses and internal insets are provided at various stages throughout the year.

Life Skills Timetable

There is an allocated slot allocated in the timetable every week where life skills will be delivered. If necessary, more than one of the form slots may also be used. Pupils are taught in their form groups for this subject. Pupils may also have talks in their year groups with external speakers.

Life Skills Curriculum Map

Occasionally, aspects of Life Skills are delivered through a variety of other areas within the school such as assemblies, through external speakers, or through educational visits or activity days relating to the topics pupils are studying.

Charities

Cross-curricular charity work is a joint partnership between the Parents' Association, staff and pupils who are encouraged to have input into charities they would like to support and raise awareness of our responsibilities to our community.

Food donations are encouraged at the Harvest Festival are distributed to the needy in our local community via foodbanks.

Administration

- Equipment – Each pupil will be given a life skills folder when they join the school. Within this folder, they will have 5 dividers, one for each learning habit. The pupil will keep this folder throughout their time at the school, and it will be handed onto their new form teacher each year. If you require ordering of new equipment please speak to the Life Skills coordinator.
- Report Writing – a comment can be added by the form teacher in the formal written report to parents.
- Dealing with complaints – Any queries or complaints raised by parents should be addressed to the Life Skills co-ordinator. If a member of staff receives a concern or complaint, this should be forwarded to the Life Skills co-ordinator in order to support the member of staff if necessary, or deal with the concern directly.

Policies & Practices

Teaching and Learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, charities and representatives from the local community, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Display and Presentation

Displays around the school reflect and promote Life Skills objectives. Whole school themes and themed weeks during the year are evident in displays. Across the school the general behaviour and decorum of the children is emphasized and staff and other boys are used as role models to promote our ethos.

Homework

There is no homework allocated to this subject area

Cover and Staff Absence

The schools cover procedures should be followed if staff are absent from school. You must arrange appropriate lesson plans for a cover teacher to deliver in the classroom.

Special Needs

Pupil targets are regularly reviewed in conjunction with the SENDCo, parents, the pupil and class teachers. Personal targets are supported through the Life Skills programme.

Differentiation

Differentiation is catered for in the weekly planning, specific to each individual child's needs and the topics being covered. Group work is encouraged in relevant settings. Informal and formal discussions are encouraged to take place on a regular basis.

Rewards and Sanctions

- Individual awards within the classroom will be given.
- Certificates and awards at assemblies.
- Merits are awarded for good work or for excellent effort/contributions in class or thoughtful responses.
- With regard to sanctions, the schools rewards and sanctions policy (Behaviour policy) should be adhered to. Please find this on the portal.

Budget

The budget for Life Skills is merged with the pastoral budget and monitored by the Deputy Head Pupil Welfare and Wellbeing and Life Skills coordinator.

Monitoring the work of the department

Monitoring and Review

The Life Skills subject leader is responsible for monitoring the standards of pupils' work and the quality of teaching. The subject leader supports colleagues in the teaching of Life Skills, by giving them information about current developments and initiatives in the subject and by providing a strategic lead and direction for the subject in the school. Regular reporting to staff, pupils and the Director of Learning and Innovation carried out according to the monitoring policy. An annual policy review and update takes place in July each year.

A termly allocation of time in inset has also been introduced for planning, so that staff can review the resources and lessons plans and collaborate and update as necessary. This will also be a time to ensure the curriculum remains relevant and up to date, and a time to discuss any changes necessary.

The Life Skills co-ordinator also will send out a termly questionnaire for pupils about the term, in order to gather information and feedback. This data will help to inform planning for the following year.

Monitoring Pupil Progress

Assessment, Recording and Reporting

In order for pupils to be successful and independent learners, we must provide them with regular opportunities to reflect, understand what they have learnt and identify any gaps in their learning. Assessment is therefore integral in the learning process for staff and pupils alike to understand the progress that has been made. In Life Skills, assessment is as follows:

- The subject co-ordinator formally meets with and observes other teachers lessons (e.g. form times) once a year and provides feedback to staff, children and the Director of Studies; setting regular targets in order to engender improvement
- Learning walks
- Inset schedules allow time for staff to meet and discuss the provision and schemes of work for Life Skills.
- Lesson objectives and evaluations assess the way children use their accumulating knowledge and understanding to develop skills and positive attitudes through discussion, debates, making friendships, resolving conflicts, taking responsibility and through self-assessment
- Life Skills is evident through the general atmosphere within the school, the learning habits are also embedded and evident in lessons and all of this is evidenced in pupils Life Skills Folder. A pre and post topic mind map allows for pupils to demonstrate their progress. Pupils also have a quiz at the end of each term to allow for feedback.
- Learning checks occur at the starter of lessons, allowing the teacher to decipher where pupils are currently and allows pupils to demonstrate learning throughout the lesson in their comments/discussions/debates.
- Formal reporting as necessary occurs to parents within the form tutor comment in the school report
- Communication with parents is ongoing through homework diaries, emails, phone calls and meetings
- At morning drop off and after school collection times offers another opportunity to communicate with parents as does Open House once a half term, from 8.20-8.50 and our open door policy
- Internal reports between staff also allow for assessment of pupils
- Stand and shout meetings allow staff to flag pupils who they are concerned about. Often, Life skills is an area where a child may make an issue more apparent to their form teacher. This can then be raised with the pastoral team.
- School Council
- Pupil and Staff surveys

Curriculum – Schemes of Work

For an overview of the department teaching topics, please refer to the curriculum map listed under 'organisation' above.

Each term has an overall theme; health and wellbeing in the Autumn Term, relationships in the Spring Term and living in the wider world in the Summer Term. These themes run across the whole school. Within each theme are sub themes, which are then broken down into specific topics. Each lesson then has a learning habit attached to it that the lesson is built around. Please see the schemes of work below for more detail:

Autumn Term

Theme: Health and Wellbeing

Sub themes: Healthy lifestyle; Growing and changing; Keeping Safe

Year Group	Autumn Term Scheme of Work
3	Year 3\Autumn Life Skills PSHEE Scheme of work year 3 Health and Wellbeing.docx
4	Year 4\Autumn Life Skills PSHEE Scheme of work year 4 Health and Wellbeing.docx
5	Year 5\Autumn Life Skills PSHEE Scheme of work year 5 Health and Wellbeing.docx
6	Year 6\Autumn Life Skills PSHEE Scheme of work year 6 Health and Wellbeing.docx
7	Year 7\Autumn Life Skills PSHEE Scheme of work year 7 Health and Wellbeing.docx
8	Year 8\Autumn Life Skills PSHEE Scheme of work year 8 Health and Wellbeing.docx

Spring Term

Theme: Relationships

Sub themes: Feelings and Emotions; Healthy Relationships; Valuing Difference

Year Group	Spring Term Scheme of Work
3	Year 3\Spring Life Skills PSHEE Scheme of work year 3 Relationships.docx
4	Year 4\Spring Life Skills PSHEE Scheme of work year 4 Relationships.docx
5	Year 5\Spring Life Skills PSHEE Scheme of work year 5 Relationships.docx
6	Year 6\Spring Life Skills PSHEE Scheme of work year 6 Relationships.docx
7	Year 7\Spring Life Skills PSHEE Scheme of work year 7 Relationships.docx
8	Year 8\Spring Life Skills PSHEE Scheme of work year 8 Relationships.docx

Summer Term

Theme: Living in the Wider World

Subthemes: Rights and responsibilities; The environment; Money

Year Group	Summer Term Scheme of Work
3	Year 3\Summer Life Skills PSHEE Scheme of work year 3 The Wider World.docx
4	Year 4\Summer Life Skills PSHEE Scheme of work year 4 The Wider World.docx

5	Year 5\Summer Life Skills PSHEE Scheme of work year 5 The Wider World.docx
6	Year 6\Summer Life Skills PSHEE Scheme of work year 6 The Wider World.docx
7	Year 7\Summer Life Skills PSHEE Scheme of work year 7 The Wider World.docx
8	Year 8\Summer Life Skills PSHEE Scheme of work year 8 The Wider World.docx

Resources

Resource links are provided on the schemes of work. The use of the internet is widely encouraged to enhance lessons; however, the school ICT Usage policy and E-safety Policy must be followed when doing so.

Enrichment

Visiting Speakers and Educational Visits

Visits and speakers enhance topics, themes and philosophies in the Life Skills Curriculum. A variety of speakers provide a range of talks for pupils and enhance their learning experience, sparking enthusiasm, understanding and attainment.

Talks are designed to meet curriculum needs and can be delivered to multiple year groups, individual year groups or form classes. The nature and relevance of the talk dictates the selected audience. The value of the speakers is reviewed on an annual basis through observing talks and discussions with teaching staff and pupils. Sometimes these talks are delivered via assembly.

Trips are also planned to further enhance the PSHEE Life Skills programme and are followed up in the classroom with resources and activities to fully enhance learning. The School also runs various courses such as cycle safety and young citizens which is run through the Borough of Richmond. Year 7 and 8 are also visiting local foodbank, and attending a Life Skills Day where they will learn a variety of skills for the future. The Falcons Award also encourages a number of life skills for boys in the Upper School.

APPENDIX 1: Links from curriculum subjects to Life Skills

Alongside current affairs and RS which links very closely with life skills, please see below a list of how other subjects demonstrate learning about topics linked to the life skills curriculum.

Subject	Yr	Topic	Link to Life Skills	
English	3	Greek Myths and Legends	Community	
	4	The Indian in the Cupboard/Native America	Diversity - Native America	
	5	Boy by Roald Dahl	Rules and laws - corporal punishment	
	6	The Boy in the Striped Pyjamas	Human rights - Jewish community	
	7	The Old Man and the Sea	Environments that others live	
	8			
	Maths	3	Adding & Subtracting, Fractions, Decimals As Y3 + Word Problems,	Money (Saving/Spending)
		4	Percentage As Y4 + Negative	Money (Interest/Budget)
5		Numbers, Ratio As Y5 + Graphs &	Money (Debt/Loan)	
6		Spreadsheets	Enterprise (Budget)	
7		As Y6 + Expressions	Enterprise & Financial Decisions	
8		As Y7 + Formulae	Value for Money & Risks of Financial Decisions	
Science		3	Healthy Lifestyle, The Environment	what makes a balanced diet, Climate change
		4	Healthy Lifestyle, The Environment	what makes a balanced diet, Trees
	5	Healthy Lifestyle	drugs common to everyday life	
	6	healthy Lifestyle, growing and changing, The Environment,	risks and effects of drugs (alcohol, tobacco and energy drinks). Changes at puberty, Human reproduction (covered in science), Water in our World	
	7	healthy Lifestyle	Diet, exercise and sleep	
	8	healthy Lifestyle	alcohol and drug misuses	
	Geography	3		
		4		
5				
6				
7		Employment and Industry & Rivers	Gender equality, aspirations, discrimination & environments, safety in water	
8				

History	3	Health and Safety- Olympics in Ancient Greece	Health and Safety and emergency aid	
	4	Recognising Strengths- Oracy Project,	Oracy Project looks at who was the most important person in History, boys will need to recognise strengths of a person and value.	
	5	Balanced Diet and Medieval London	Medieval Unit looks at death and disease and how people in History kept healthy	
	6	Roles and Responsibilities- Gender	Suffragettes, power and the people. Roles and responsibilities of women and how this has changed.	
	7			
	8	Great Fire of London- First Aid and Safety	The change of first aid, hospitals, health and safety in London in 1666	
	Latin	3	n/a	
		4	n/a	
5		Slaves; Towns; Games; Army; Roman Britain; Ancient Greece; Mythology	Recognising strengths; Setting goals; Aspirations; Intensity of feelings; Managing complex feelings; Coping with change; Actions have consequences; Working collaboratively; What is wealth; Understanding different points of view; Rules and laws; Anti-social behaviour; Respecting others and resolving differences; The importance of finance to peoples' lives	
6		Ancient Rome; Ancient Greece; Mythology	Aspirations; Independence; Increased responsibility; Influences on behaviour; Different types of relationships; Marriage; What makes others the same and different; Recognising stereotype; Human rights; Being part of a community	
7		Mythology	Exploring family life; Resolving conflict; Romance and friendships; Recognising stereotypes; Diversity and prejudice	
8		Mythology	Resilience; Personal responsibility in relationships; Rights and responsibilities in the community	
French		3	Greetings	Feelings/emotions
		4	Opinions, jobs	Valuing difference
	5	pair-work, opinions	Healthy relationships, valuing difference	
	6	Greetings, creating brochures	Feelings/emotions, valuing difference	
	7	Describing family and friends, media	Exploring family life, healthy relationships	
	8	Healthy living	Self-esteem and body image	
	DT/ART	3	Colour theory	colour psychology- colours linked to emotions.
		4	Saxon & Vikings	mixing skin tones- how different people have different colouring
5		Eco Architecture	conflicts- invaders and settlers	
			Hundertwasser- eco activism, eco architecture, environmental art.	

- 6 Circus self esteem and confidence, human rights and looking at the history of the circus
- 7 Africa different cultures and tribes, biodiversity, animal welfare.
- 8 INdependent project equality or environmental or realtionships or self esteem and body image.

ICT/Rob
otics

- 3 Staying safe online School rules and health and safety
- 4 Staying safe online How to keep safe in the local area and online
- 5 Staying safe online Antisocial behaviour; Online Safety
- 6 Staying safe online Keeping safe; where to get help and advice
- 7 Staying safe online Cyber-bullying; managing online and offline friendships
- 8 Staying safe online Online Safety; online safety and the media