



HILLSTONE LIFE SKILLS POLICY

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum should:

- 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.

The Government's PSHE Education Review (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This policy is informed by the existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Links to these documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance>

<https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Hillstone Life Skills

With a view to improve, develop and make our PSHE curriculum specific to the needs of the children at our school, in 2015 parent and pupil consultations were held to gain insight into which areas they wanted to learn about in the PSHE curriculum during their time at Hillstone. This information was analysed and incorporated into the design of our new PSHE curriculum named 'Hillstone Life Skills'.

Aims of Hillstone Life Skills

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Pupil learning intentions:

Hillstone Life Skills supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Become happy, healthy and fulfilled individuals
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society

Content and Organisation

As part of our Hillstone Life Skills curriculum we follow the Jigsaw PSHE scheme of work. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with

all year groups working on the same theme (unit) at the same time. Each unit starts with an introductory assembly, generating a whole school focus for adults and children alike.

There are six units in Jigsaw that are designed to progress in sequence from September to July.

Term	Unit	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising class rules
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Each unit has six lessons, which work towards an 'end product', for example, The Garden of Dreams and Goals. Each lesson has two learning intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every lesson contributes to at least one of these aspects of children's development. This is mapped in each lesson and balanced across each year group.

In the foundation stage each class receives a 20-minute life skills lesson a week. In KS1 and KS2 each class receives 2 half-hourly lessons a week during class assembly time.

As part of our life skills curriculum we also deliver lessons from 'No Outsiders in Our School' by Andrew Moffat. At Hillstone we are passionate about delivering equalities education and endeavour to create an ethos where there are no outsiders in our school, no matter their: age, gender, ability, beliefs, ethnicity, sexual orientation, gender orientation or religion. This resource enhances our life skills curriculum and enables us to provide a curriculum that promotes equality, with a vision of our children leaving school 'happy and excited about living in a community full of difference and diversity' (Moffat 2016).

Each class, from the foundation stage to year 6, receive 5 lessons. These are delivered during life skills lessons, topic lessons or through class story times.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike is vital in life skills lessons. To enable this, it is important that 'ground rules' are agreed at the beginning of the year and are reinforced in every lesson – by using The Hillstone Life Skills Charter:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Every week the whole school focus on a 'weekly celebration' which links to the lesson for that week. The weekly celebration is the same for each year group. These are designed to draw out a key theme from each lesson and reinforce its application; in turn, this ensures the learning in life skills lessons is translated into behaviour and attitudes and is not confined to the lesson slot on the timetable. Throughout the week, teaching and support staff nominate children by adding names to the celebration sheets when they see them using that behaviour. Those nominated are recognised and praised in a class celebration every Friday.

Sex and Relationships Education

Definition of Sex and Relationships Education

The Sex and Relationships Education (SRE) curriculum lies within the PSHE programme and science curriculum.

'SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Aims of SRE

The objective of SRE is to help and support children through their emotional, social, moral and physical development. The series of lessons will help children learn to respect themselves and others and move with confidence from childhood, through adolescence and into adulthood.

It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships. It is also about the teaching of body parts, sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Compulsory aspects of SRE

The sex education contained in the science national curriculum (key stages 1–4) is compulsory in maintained schools (see appendix 1). All state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on SRE (DfEE, 2000). This states that:

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children ‘learn the nature of marriage and its importance for family life and the bringing up of children’, and ‘are protected from teaching and materials which are inappropriate’.

SRE and statutory duties in school

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). The government safeguarding guidance (Keeping Children Safe in Education, September 2016) includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM), see our Safeguarding Policy for further information.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Hillstone Life Skills SRE Content

The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' unit.

Year	Lesson number and name	Learning Intentions 'Pupils will be able to...'
1	Lesson 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Lesson 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	Lesson 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Lesson 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Lesson 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Lesson 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Lesson 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Lesson 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and

		emotional changes I will experience during puberty
5	Lesson 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Lesson 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Lesson 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Lesson 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Lesson 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Lesson 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Lesson 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Further lessons about understanding friendship, family and other relationships, conflict resolution and communication skills are taught in the 'Relationships' unit in summer 1.

SRE lessons are delivered by the class teacher and there are 2 adults present during the lessons. All lessons are taught in a relaxed environment; ground rules are set so all children feel comfortable and secure.

Parents/carers are invited into school prior to the delivery of the SRE unit to view teaching materials and discuss the content with the class teacher. This enables parents/carers to support their children at home with any questions they may have.

Withdrawal from SRE lessons

Under current legislation schools should enable parents/carers to exercise their right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum Science (Education Act 1996) see appendix 1. This applies to maintained primary and secondary schools. Those parents/carers wishing to exercise this right are invited to see the HLS co-ordinator and/or the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Parents have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Drug and Alcohol Education

Definition of 'Drugs'

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Hillstone Life Skills Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' unit.

Year	Lesson Number and Name	Learning Intentions 'Pupils will be able to...'
2	Lesson 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely feel positive about caring for my body and keeping it healthy
3	Lesson 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Lesson 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Lesson 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Lesson 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Lesson 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Lesson 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart be motivated to find ways to be happy and cope with life's situations without using drugs
	Lesson 3 Alcohol	evaluate when alcohol is being used responsibly, anti-socially or being misused tell you how I feel about using alcohol when I am older and my reasons for this

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around SRE and Drug and Alcohol Education related issues are varied. However, while personal views are respected, all SRE and Drug and Alcohol Education issues

are taught without bias through the Hillstone life skills curriculum. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Teaching staff must not make reference to personal experiences and must always use generalized examples in lessons. Pupils must also be told not to share any personal information, or that of friends or family, in order to ensure confidentiality.

Both SRE and Drug and Alcohol Education questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly within a whole class setting, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the life skills co-ordinator or phase leader if they are concerned.

A question box is provided for children to place anonymous questions in at any point throughout the course of the lessons. The teacher will ensure all questions are answered in the next lesson, or if the content is not appropriate for the age group, reassure the children that they will cover that topic later in their life skills curriculum.

Our school believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In life skills lessons that cover SRE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Additional Information

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in life skills lessons. Teachers are prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately. Issues we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Safeguarding

Teachers are aware that sometimes disclosures may be made during life skills lessons; in which case, safeguarding procedures from the Hillstone Safeguarding Policy must be followed immediately. If disclosures occur, the school's disclosure procedure is followed, the disclosure is recorded on

CPOMS and the DSL is informed. Sometimes children may need time to talk one-to-one during or after the lesson; it is important to allow the time and appropriate staffing for this to happen.

Differentiation/SEN

Teachers will, as always, tailor each life skills lesson to meet the needs of the children in their classes. To support this differentiation, many Jigsaw lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each unit includes a P-level grid with suggested activities for children working at each of those levels.

Assessment

Each unit (except unit 1) has a built-in assessment task, usually in lesson 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning. Each unit has a set of three level descriptors for each year group:

Working towards *Working at* *Working beyond*

At the end of each unit, the teacher will identify which of the three level descriptors they feel each child has met for that unit.

Children are praised and their achievements celebrated in every lesson. Hillstone Life Skills demands a positive relationship between the teacher and the children, which, in itself, values and celebrates each individual.

Reporting to Parents/Carers

Attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers throughout the year, if necessary, and in their end of year report.

Monitoring and evaluation

The Hillstone life skills co-ordinator will monitor teaching and learning through: learning walks, book trawls, and discussions with pupils and teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the curriculum's effectiveness will be conducted by:

- pupil evaluations of the content and learning processes
- staff meetings to review and share experiences

Involving parents and carers

The school strongly believes that it is important to have the support of parents, carers and the wider community for the Hillstone Life Skills curriculum. Parents and carers will be given the opportunity to find out about and discuss the HLS curriculum through:

- Parent/carer workshops
- Involvement in policy development
- Involvement in curriculum development
- Information leaflets/displays

Pupil Consultation:

An annual pupil survey will be undertaken to evaluate the content of the life skills curriculum. Pupils can suggest possible alterations and improvements. Pupils will be asked how they feel the school could support them in making these improvements, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems. Questions such as; what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people will also be included.

External contributors

Where possible, external contributors such as: police officers, drama groups, charities and educational visits are planned to enhance the Hillstone Life Skills curriculum and contribute to the children's learning.

Teachers *must* always be present during these sessions and remain responsible for the delivery of the curriculum.

Links to other policies and curriculum areas

We recognise the clear link between Hillstone Life Skills and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy

Training and support for staff

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In order to enhance their PSHE delivery skills, PSHE training is delivered through internal and external bodies. Teachers are offered the opportunity to team-teach with the life skills co-ordinator. The Hillstone Life Skills curriculum is reviewed on a regular basis through staff meetings.

Dissemination

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers. The policy is available to staff on the school's internal system.

Policy Review

This policy is reviewed annually.

	Signed Head Teacher	Signed HLS Co-ordinator
Date of review: November 2016	G.Sparrow	N.Barran
Date of next review:	September 2017	

Appendix 1

Science National Curriculum links to SRE

Year	National Curriculum Science objectives (statutory requirements)
1	Animals, including humans Pupils should be taught to: <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2	Animals, including humans Pupils should be taught to: <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults
3	<ul style="list-style-type: none"> • no direct links to SRE
4	<ul style="list-style-type: none"> • no direct links to SRE
5	Living things and their habitats <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. Animals, including humans: <ul style="list-style-type: none"> • describe the changes as humans develop to old age.
6	Evolution and inheritance <ul style="list-style-type: none"> • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents