



Hillstone Life Skills Policy

Rosie Millns

Hillstone Life Skills lead

<u>Audience</u>	Parents and carers Staff (subject leaders) Trustees
<u>Created</u>	May 2022
<u>Last Reviewed</u>	Review annually, or more frequently if national policy requirements change.

<u>Next review date</u>
March 2024

Documents that have been referred to in the creation of this policy includes - **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2017), **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 2019) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2015).

Links to these documents:

<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

<https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>

<https://www.gov.uk/guidance/equality-act-2010-guidance>

What is Hillstone Life Skills?

Hillstone Life Skills, referred to as HLS throughout the remainder of this document, is a carefully constructed curriculum that combines a variety of fundamental aspects that children living in today's society. With a view to improve, develop and make our PSHE curriculum specific to the needs of the children at our school, it has been designed with input from parents and carers, staff and pupils to create a broad umbrella of physical, social, health and economic education where topics are explored based on the experiences and needs of children learning at Hillstone; supporting children to grow into happy, healthy and safe members of the community.

Throughout the academic year, all children at Hillstone will explore three categories of learning; relationships, living in the wider world and health and wellbeing. Within these categories children will develop an awareness and acceptance of:

- Managing financial affairs
- Looking after yourself internally and externally
- Growing up and the physical changes involved in this
- Family diversity in the twenty-first century
- Diversity through race, religion and gender
- The importance of internet safety
- Building resilience and growth mindset

Lessons are planned age appropriately and prepared based on reactive events that may occur throughout our society, offering opportunity to discuss real life events at an age-appropriate level.

This policy outlines the intent, implementation and impact of how PSHE is taught at Hillstone using a spiral curriculum. The PSHE policy and exploration of curriculum should be read in conjunction with the following policies;

- RSE
- SEND
- Safeguarding

Intent

Throughout our school's curriculum and ethos, we strive to promote pupils' self-esteem, emotional and physical well-being, supporting them to form and maintain positive relationships based on respect and acceptance. This is achieved through our curriculum that continuously highlights the importance of a broad, healthy lifestyle.

Pupil voice lies at the heart of the school and we at Hillstone strive to continuously improve this in conjunction with our PSHE curriculum. Recognising the importance of pupil voice, pupils have the opportunity to take part in a questionnaire at the start of the year, along with baseline assessments taking place to enable pupil voice to be a large part of decision making around topics.

Implementation

At Hillstone Primary School, the emphasis placed on PSHE throughout all aspects of children's learning is recognised. HLS has an emphasis on all aspects of children's learning at school that maximises the opportunity to acquire essential knowledge. Hillstone's values as a school focus on three key aspects that progress and deepen as they make their journey through school:

- Inspire
- Care
- Educate

Hillstone Primary School's bespoke PSHE curriculum was written with all school stakeholders, with support and topics based on the government advised association for PSHE. The themes outlined by the PSHE Association, have enabled a consistent and spiral approach to learning based on the needs of children at Hillstone.

- Relationships – Growth Mindset, families and friendship, citizenship and consent
- Living in the Wider World – community and belonging, media and digital resilience, money and careers
- Health and Wellbeing – physical and mental wellbeing, growing and changing keeping safe, moving on

Hillstone Primary School have devised a personal framework that supports children to explore all concepts that are taught in a systematic and progressive manner. Topic times of delivery vary depending on wider focuses in children's learning.

By following this, the requirements detailed in the PSHE progression grid are met. Exceptions to this will be covered within science lessons.

At the start of the year, children are given the opportunity to create their own class charter. This is an item that is referred to at the start of all HLS lessons and throughout other times in the school day where deemed appropriate.

Extended Curriculum Opportunities

At Hillstone Primary, we pride ourselves on the opportunities children are given to explore extra-curricular activities which support the development of the whole child.

Whole school fundraising is a key aspect of Hillstone, where children are sometimes involved in the planning and preparation of key events. Our most famous being the Farmers Market where children take part in the design and creation of a range of products to raise money for our school.

Hillstone Life Skills is based upon numerous aspects that support the development of a child.

British Values

Running as a key factor throughout all Hillstone Life Skills lessons is equality, respect and diversity. These concepts are a continuous thread within the teaching and learning at Hillstone, that are repeatedly re-visited through lessons and assemblies.

In today's society, children require the awareness and acceptance of difference within society:

“All primary schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values”.

Alongside weekly lessons, 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.

Children 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. This is a thread that is repeatedly re-visited throughout the year within every topic.

No Outsiders

One of the branches of Hillstone Life Skills, sits the 'No Outsiders'. This is a key area of learning for every year group from Nursery to Year Six; where every half term, children will explore different texts that aim to educate children about diversity and tolerance of difference:

Throughout each learning chapter, children will develop their awareness and understanding stereotypes and prejudice through a variety of 'real-life' scenarios. Resources used within lessons include diverse representations of genders and sexualities. It is through this learning that pupils have the opportunity to reflect on behaviours and attitudes and the effect of these on others; along with learning how to recognise and challenge prejudice, stereotypes and discrimination. 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, family circumstance, 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).

Not only within Hillstone Life Skills lessons but throughout all aspects of learning, pupils are encouraged to explore, express and celebrate various aspects of their identity; along with acknowledging others.

Hillstone Learning Powers

'Hillstone Learning Powers' has been introduced in response to a significant recognition by staff and parents regarding pupils' attitudes to their learning and limited growth mindset. Within the Autumn term, pupils explore six lessons of scenarios and activities within that aim to encourage children to recognise and develop their own growth mindsets.

Jigsaw Scheme

Aspects of the JIGSAW scheme of work have been adapted and implemented throughout HLS progression map. Elements that were necessary to include have been adapted by the subject co-ordinator and will be continuously planned for.

Relationship, Sex and Health Education (RSE)

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

In primary schools, we want Relationships Education and Health Education to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

[From DFE Relationships and Sex Education (RSE) and Health Education statutory guidance 2019 pg 4]

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

What are the aims of RSE

The objective of RSE 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.

The relationship, health and sex education is informed by the existing DfE guidance on **Sex and Relationships Education** (Relationship Education, Relationship and Sex Education (RSE) and Health Education, 2019); under the Children and Social Care Act 2017, in June 2019 the Dfe launched the final statutory guidance to incorporate the compulsory teaching of health education, relationship education and relationship and sex education (RSE) in 2020.

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education”. –

Relationships Education, Relationships and Sex Education and Health Education (2020).

Relationship and health education is taught in an age-appropriate manner by class teachers. The curriculum has been designed for children to explore concepts in more detail as they become older and more aware of societal aspects and choices. These areas will be monitored yearly by the subject lead and head teacher, to ensure topics are appropriate and up to date with children’s experiences living in the twenty-first century.

“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 RSE 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).

Is there an opportunity to withdraw from Relationship or Sex Education lessons?

From 2020, Relationship Education lessons have become compulsory across all primary and across the United Kingdom. This learning takes place within the autumn and summer term for children at Hillstone. As this is compulsory for all primary schools, there is not an opportunity for parents or carers to withdraw their child(ren) from these lessons.

Sex education learning takes place within the second half of the summer term. All parents and carers will receive notification of when these lessons will be taking place and will have the opportunity to attend a parent meeting to discuss key learning, seeing resources and asking any questions before their child begins to explore this topic. As sex education lessons are not compulsory for primary-aged children, parents and carers do have a right to withdraw from these specific lessons. If you have any further concerns after attending the parent meetings, please arrange a meeting with Miss Millns, the Hillstone Life Skills lead and Mr King to discuss your concerns further. 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.

RSE and statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE 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).

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.

Impact

Pupils at Hillstone Primary School will be confident, polite, accepting individuals that have a growth mindset regarding opportunities and experiences. They have a good understanding of the importance of being happy, healthy and safe individuals; leaving school well equipped to successfully embrace and enjoy secondary education with a real view of being an effective and happy contributor in today's world.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE and Drug and Alcohol Education related issues are varied. However, while personal views are respected, all RSE 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 generalised 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 RSE 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 sometimes provided for children to place anonymous questions in at any point throughout the course of the lessons, depending on the theme. 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, along with parental discussion.

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 DSL are 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.

Diversity and Inclusion

Hillstone Life Skills is taught in a way that does not subject pupils to discrimination and is accessible to all children. In line with our SEND (Special Educational Needs and Disabilities) Policy, work is appropriately differentiated and personalised to meet the needs of individual pupils.

The programme reflects the ethos of our school, where we provide a secure, non-judgemental environment in which to learn. It complies with the requirements of the Equality Act (2010) and our school's Equality Policy. All pupils are treated equally regardless of sex, age, race, disability, religion or belief, sexual orientation, gender reassignment or family background.

Teaching about families is done sensitively based on knowledge of pupils and their circumstances. Care is taken to ensure that there is no stigmatisation of children based on their home or family situation; which may include single parent families, LGBT families, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures.

Assessment

Each unit will follow the marking and grading 'number dial' that is followed throughout other foundation subjects in the school. Pupils will be given the opportunity to share their views on the level of their understanding, along with teachers adding their judgements. In key stage one, these discussions will be verbal only, giving the children opportunity to ask further questions after the lesson has been taught.

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. Some lessons do not require information in children's books. However, there is still need for discussions to be recorded through mind maps or videos and photos linked to lesson objectives.

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 – particularly focusing on SRE and mental wellbeing

Pupil Consultation

An addition to our Life Skills curriculum this year - pupil survey will be undertaken within the final half term to evaluate the content of the life skills curriculum. Pupils will be able to 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' or 'what qualities, skills, attitudes, values are important to them' 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
- Behaviour Policy
- Special Educational Needs Policy
- Internet Safety Policy
- Religious Education Policy
- Inclusion 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. The subject co-ordinator is offered the opportunity to team-teach alongside class teachers. The Hillstone Life Skills curriculum is reviewed to ensure it remains a consistent support tool for teachers and pupils alike.

Dissemination

This policy is available on our school website where it can be accessed by the community. The policy is available to staff on the school's internal system.

Review

The policy will be reviewed annually.