



Hillstone Life Skills Policy

Danielle Bridges

Hillstone Life Skills lead

<u>Audience</u>	Parents and carers Staff (subject leaders) Governing Body
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<u>Review date</u>
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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 for children living in today's society. At Hillstone, we use Kapow which provides the basic framework for our HLS lesson and 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 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 five categories of learning; family and relationships, health and wellbeing, citizenship, economic wellbeing and safety and changing body. 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
- Healthy relationships with friends and family
- Diversity through race, religion and gender
- 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 mutual respect and acceptance. This is achieved through our curriculum that continuously highlights the importance of a broad, healthy lifestyle.

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 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.

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.

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.

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, develop resilience, 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.

Kapow Scheme

The Kapow PSHE scheme of work has been adapted and implemented throughout HLS progression map and forms the majority of lessons taught throughout the school. Where it is needed, lessons are changed and adapted.

Zones of Regulation and Wellbeing Wednesday

Each class will have a short discussion referring to the Zones of Regulation on a Wednesday. The aim of this is for children to start to identify and name the different emotions that they experience in order for them to begin managing them. This will be following by the discussion of a carefully selection image or quote that children will discuss as a class with the teacher facilitating. This is to further enhance children's self-worth, health and wellbeing, resilience

and self-esteem, as well as enabling them to have a safe space for them to discuss their feelings.

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.

For further information on how RSE is taught at Hillstone, please see the RSE policy.

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 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 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 provided for children to place anonymous questions in at any point throughout the course of the specific RSE 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 and refer this to their parent/carer.

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 Hillstone Primary school's marking and assessment policies.

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. Some lessons will 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

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 displays

Pupil Consultation:

Pupils will be consulted about the topics and coverage of HLS lessons during School Council meetings. They will be asked to feedback their thoughts, what they enjoy and find useful and if there are any changes or additions that could be made.

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 with the life skills co-ordinator. The Hillstone Life Skills curriculum is reviewed to ensure it remains a consistent and 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.

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>