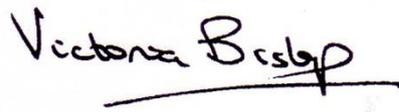




Sir Christopher Hatton Academy

A Member of Hatton Academies Trust



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Associated Policies	
Originator	K Gunn
Approved	



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Lifeskills Policy (Covering aspects of Personal Wellbeing and Economic Wellbeing and Financial Capability – PSHE)

1. Rationale

Personal, social, health and economic education

Personal, social, health and economic education brings together work-related learning/skills for work, careers, enterprise, and financial capability. There are two non-statutory programmes of study at Key Stages 3 and 4: personal wellbeing, economic wellbeing and financial capability. The programmes of study build on the existing frameworks and guidelines in these areas. (National Curriculum Framework for PSHE is complemented by the framework for Citizenship at Key stages 3 and 4)

Economic wellbeing and financial capability

This programme of study brings together careers education, work-related learning, enterprise and financial capability. It also provides a context for schools to fulfil their legal responsibility to provide opportunities for careers education at Key Stage 3, and for careers education and work-related learning/skills for work at Key Stage 4.

Personal wellbeing

This provides a context for schools to fulfil their legal responsibilities to promote the wellbeing of students and provides a programme of relationships and sex education and drugs education. It also includes opportunities to:

- Build on interests and experiences
- Contribute to students' sense of identity
- Knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives
- Promote an understanding of British values
- Promote an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain as well as knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Equip students for their future lives as workers and citizens
- Encourage healthy lifestyles – promoting both physical and mental well-being

The school curriculum should aim to promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

- Distinguish between right and wrong
- Values, citizenship, equal opportunities
- Contribute to the development of a just society
- Enable students to challenge discrimination and stereotyping
- Awareness and respect for the environments in which they live
- Secure commitment to sustainable development on a personal to global level
- Make informed judgements and independent decisions
- Understand responsibilities and rights
- Develop resilience and grit



- Respect for themselves and others
- Ability to relate to others and work for the common good
- Manage risk and cope with change and adversity
- Understanding of the Prevent strategy and to challenge extremist ideas and ideology
- It also provides an opportunity for students to develop their skills for work in an educational setting

The personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and to achieve. Development in both areas is essential to raising standards of attainment for all students

2. PSHE and Values

PSHE should reflect and be reflected in, the values and ethos of a school. Valuing ourselves, families and other relationships, the wider groups to which we belong, the diversity in society and the environment in which we live.

Personal Wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal

3. The Self

We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development. On the basis of these values, we should:

- develop an understanding of our own characters, strengths and weaknesses
- develop self-respect and discipline
- clarify the meaning and purpose in our lives and decide, on the basis of this, how we believe that our lives should be lived
- make responsible use of our talents, rights and opportunities
- strive, throughout life, for knowledge, wisdom and understanding
- Take responsibility, within our capabilities, for our own lives.

4. Relationships

We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community. On the basis of these values, we should:

- respect others
- care for others and exercise goodwill in our dealings with them
- show others they are valued
- earn loyalty, trust and confidence
- work co-operatively with others
- respect the privacy and property of others
- Resolve disputes peacefully.



5. Society

We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families, whatever their structure as sources of love and support for all their members, and as the basis of a society in which people care for others.

On the basis of these values, we should:

- understand and carry out our responsibilities as citizens
- refuse to support values or actions that may be harmful to individuals or communities
- support families in raising children and caring for dependants
- respect the institution of marriage/civil partnership
- recognise that the love and commitment required for a secure and happy childhood can also be found in families of different kinds and via different processes (e.g. fostering and adoption/blended families)
- help people to know about the law and legal processes
- respect the rule of law and encourage others to do so
- respect religious, social and cultural diversity
- promote opportunities for all
- support those who cannot, by themselves, sustain a dignified life style
- promote participation in the democratic process by all sectors of the community
- contribute to, as well as benefit fairly from, economic and cultural resources
- Make truth, integrity, and honesty and goodwill priorities in public and private life.

6. The Environment

We value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration. On the basis of these values, we should:

- accept our responsibility to maintain a sustainable environment for future generations
- understand the place of human beings within nature/animal welfare
- understand our responsibilities for other species
- ensure that development can be justified
- preserve balance and diversity in nature wherever possible
- preserve areas of beauty and interest for future generations
- repair, wherever possible, habitats damaged by human development and other mean.

7. Examples of how PSHE can be reflected within the values and ethos of our academy

Promoting modern British values prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. On the basis of these values, we should:

- establish a common sense of purpose
- ensure codes of conduct in place for encouraging positive behaviour and relationships
- challenge discrimination and bullying
- promote courtesy and respect
- raise and recognise achievement
- consult and valuing all members of the community
- Set positive examples to students

Links

Links with Citizenship, Careers Education and Guidance, Work related Learning/Preparation for work, Enterprise, Prospects, Directors of Year, Heads of Curriculum/Faculty areas, Form Tutors and outside agencies; Financial Capability; The Children and Young People's Nurse Team and other outside agencies; charity links.



8. Curriculum

The planning of the PSHE programme has been based on:

- Statutory and Non-statutory guidelines
- PSHE Association Guidelines
- Identification of student needs through consultation with and relevant data from: students staff, parents/carers, Directors where appropriate, The Children and Young People's Nurse Team, Police Safer Communities Team, local employers,

The curriculum structure for PSHE

The curriculum is resourced via a range of specialist materials including the Pixl Edge, PSHE Association approved resources and other additional materials from suitable external bodies

9. Teaching and Learning Styles

A range of teaching and learning styles is in use within the PSHE programme. Students have opportunities to:

- Take responsibility for their own learning
- Explore, discuss and debate relevant issues
- Work in groups of different sizes and make up
- Consider attitudes and values
- Work with other adults
- Work outside the classroom
- Reflect on their experiences

	Key Stage 3	Key Stage 4	KS 5
Discrete PSHE provision taught by a form tutors in separate curriculum time, In Year 9, 10 and 11 partly delivered by form tutors and on a carousel basis. 50 minutes per week	Yes	Yes	Yes
PSHE taught across other curriculum subjects as part of the main provision	Yes	Yes	Yes
PSHE events and activities delivered off timetable	Yes	Yes	Yes
PSHE as part of a pastoral or tutorial group activity in tutorial time, including time allocation	Yes	Yes	Yes
PSHE learnt through The Children and Young People's Nurse Team participation in the life of	Yes	Yes	Yes



the school and wider community			
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10. Active Participation

Students are involved in decision making in the academy. Hatton Academy Voice (HAV Council) has been set up and is run by students with a staff facilitator. Other opportunities for students' participation in the academy:

- taking on responsibilities – reception, open evenings, organising speakers
- involvement in running sports activities, clubs, whole school events
- participation in academy councils, year group forums, policy making e.g. bullying
- bully counselling
- peer support/buddying/mentoring
- peer assessment
- participating and organising fundraising
- environmental events e.g. clean ups
- work experience placements
- community work – lunch clubs
- community arts events
- participating in local youth forums e.g. crime, MHSP
- participating in focus groups e.g. from local council, local health trust
- link work with schools in other countries

11. Equality of Access and Inclusion

All students have access to a range of active participation opportunities. The Lifeskills/PSHE provision enables pupils to understand and respect cultural diversity by asking them to engage with and respect all aspects of cultural and religious diversity. The PSHE provision supports the academy's policy and practice on addressing issues of race equality.

"We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations".

12. Reporting

Lifeskills/PSHE is reported through reports and parent/tutor meetings.

13. Assessment

Different methods of assessment are being used for monitoring and reviewing student progress in PSHE.

- Assessment is active and involves students in the process
- It should recognise the achievements of all students
- It should reflect the full range of knowledge, skills and understanding in the programme of study
- It aims to measure what the academy values, not just what is easy to measure

14. Parents/Carers

Parents are informed about the PHSE programme via the Academy prospectus, website, termly school magazine, Academy Twitter, letters home, workshops, and whole school focus days.



15. Local Community

The Academy works with members of the local community to develop PSHE. Partnership agencies are involved in the delivery of the programme, for example the local Police and PSCO team; The Red Cross, School Nurse, Prospects, CAN team, Service Six; Fire and Rescue Service; Solvelt; Local Council and Environmental Health.

16. Teaching of sensitive and controversial issues

In doing this teacher will need to:

- ensure students establish ground rules about how they will behave towards each other and how the issue will be dealt with
- judge when to allow students to discuss issues confidentially in small groups and when to support by listening into these group discussions
- ensure that students have access to balanced information and differing views on which they can then clarify their own opinions and views, including contributions made by visitors to the classroom
- decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the academy's values
- ensure they take due care for the needs of individuals in the class when tackling issues of social, cultural or personal identity
- refer to the Academy's Behaviour and Trust Safeguarding policies where applicable
- refer to the Academy's policy on visiting speakers

17. Confidentiality

The rules of confidentiality need to be made clear to all involved in delivery of the PSHE programme.

Staff must refer to the Trust's Safeguarding policy with regards to confidentiality and disclosure. Where outside agencies and others provide support for the PSHE programme, they must be made aware of, and abide by, the policy about disclosures and confidentiality. However, they may also have a role in providing advice and support directly to pupils. The boundary between these two roles must be agreed with the academy and the distinction, in terms of right to confidentiality, be made clear to the pupils.

- Other professions are bound by their own codes of confidentiality. For example, health professionals, such as the school nurse, are bound by the medical code of confidentiality in their work with children and young people. In lessons, teachers should establish from the beginning that it is inappropriate to disclose some personal information. Students need to be clear about not putting pressure on one another to answer questions about their own experiences. This also applies to any adult in the Academy.

18. Academy drop-in clinic

The agencies staffing the academy weekly drop-in clinic are the Children and Young People's Nurse Team.

19. Links with other initiatives

The PSHE provision links with:

- Raising expectations
- Ensuring progression
- Engaging and motivating pupils
- Transforming teaching and learning
- Global Dimension
- Links with other schools around the world
- LGBT Stonewall
- Prevent
- British Values



- Promoting physical and mental health and wellbeing
- Economic Wellbeing and Financial Capability
- Work Related Learning and employability/skills for work
- Anti-Bullying
- Enterprise

20. Monitoring/Quality Assurance

- Informal visits to classes to talk to staff/students and gain feedback
- Formal observations
- Visits to Form Tutor Meetings/Discussions with Directors of Year
- Sampling of student folders
- Discussion with samples of students
- Learning Walks
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21. Evaluation

The academy has a process of self-evaluation for PSHE which forms part of the academy self-evaluation process. The evaluation informs the further process of action planning by feeding action points into the development plan.