

Astley Primary School

Life Skills Policy (PSHE)

This policy will be reviewed every three years, or sooner if the PSHE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

1 Aims and objectives

- 1.1 Personal, social and health education (PSHE) and citizenship from September 2019 is called Life Skills at Astley.

Learning Incredible things For Everyday Life.

- 1.2 We equip the children with the knowledge and confidence so they will be able to make the correct life choices.

2 Teaching and learning style

2.1 At Astley Primary School we use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations, presentations and problem-solving activities. We offer children the opportunity to hear visiting speakers, such as health workers, police, fire and rail safety representatives whom we invite into the school to talk about their role in creating a positive and supportive local community.

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, school competition or involvement in an activity to help other individuals or groups less fortunate than themselves. The pupils are encouraged to take an active role in their education and offer their opinions and concerns to the elected School Council.

Pupils have the opportunity to participate in circle time discussion to resolve conflicts or set agreed classroom rules of behaviour when teachers feel the need for this. Pupils are given the opportunity to discuss confidential issues or concerns with their class teacher privately.

3 Curriculum Planning

- 3.1 Life Skills is taught as a discrete subject across KS1 and 2. Topics have been carefully chosen to meet the objectives of the compulsory health education, relationships education and relationships and sex ed (RSE) as well as covering additional objectives and learning opportunities recommended by the PSHE association.

- 3.2 Some of the time we introduce Life Skills through other subjects, e.g. when teaching about local environmental issues in geography. As there is an overlap between the programme of study for religious education and the aims of Life

Skills, we embed some learning through our religious education lessons. Life processes and living things units in science address some of the RSE curriculum. Life Skills themes are also covered in some texts studied in Literacy lessons and in pupils' individual reading books.

- 3.3** We also develop Life Skills through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential visits to pupils in KS2 where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills. We celebrate national anti-bullying week on an annual basis; the children complete activities related to anti-bullying themes and present their work in a whole school assembly. We also work with the NSPCC representative for our area to deliver the PANTS workshops and assemblies.

4 Assessment and recording

Teachers assess the children's work in Life Skills both by making informal judgements as they observe them during lessons to inform their planning. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Pupils are also encouraged to evaluate their own progress, considering how they would like to develop their skills and knowledge further. The opinions of pupils are sought when evaluating the Life Skills curriculum. This happens at the start of each academic year.

5 Monitoring and review

The Life Skills subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of Life Skills, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for presenting the governors with an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

6 Relation to other Policies within School

This policy should be read in conjunction with other policies relating to the development of emotional and physical health at Astley Primary School. These include the Drugs Education Policy, the RSE Policy and the Anti-Bullying Policy.

7 Policy Review and Evaluation

It will be reviewed January 2025 (every 3 years) unless circumstances demand an earlier review.

Signed: E Harrold

Date: January 2022

