



Tring School
Life Skills
Policy Statement

Policy Review	
Review Schedule	3-yearly
Reviewed by:	LGB SLC Committee
Accepted by:	Local Governing Body
Date of Review:	April 2018
Date of Next Review:	April 2021

Scope

The RLP is at the heart of the community delivering an inclusive education to students of all ages. Our mission is to embrace challenge and to celebrate success in all that we do by striving for every learner to reach their full potential. The culture that we have in our schools means that they each retain their distinctiveness but learn and grow together and remain collectively responsible for providing all students with exciting and inspiring opportunities.

Introduction

We believe that students thrive in a happy, secure and caring environment. It is an essential part of a school ethos that the values of peace, love and caring for others should be core values that we respect and agree.

For Church Schools in the Ridgeway Learning Partnership the following biblical narrative applies:

'There are different kinds of gifts, but the same Spirit distributes them. There are different kinds of service, but the same Lord. There are different kinds of working, but in all of them and in everyone it is the same God at work.

1 Corinthians 12 4-6

Note: Linked policies –

Relationships & Sex Education Policy
Drug Education Policy
Anti-Bullying Policy
Careers Policy
Work Experience Policy

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Policy Statement

Tring School's biblical narrative suggests "there are different kinds of gifts, but the same Spirit distributes them. There are different kinds of service, but the same Lord. There are different kinds of working, but in all of them and in everyone it is the same God at work." 1 Corinthians 12:4. The Lifeskills programme is designed to implement and uphold this concept in all its practices.

Wisdom is insight into the way life works: a proper understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. It is rooted in proper reverence for God who is the source of all life and all values." Which is what Life skills is all about.

1. What are Lifeskills?

A number of areas fall under the umbrella of Lifeskills: Personal, Social, Health Education (PSHE), Resilience Education, Economic Wellbeing Education, Citizenship, British Values, Prevent Agenda, Careers Education and Guidance (CEG) and Work Related Learning (WRL) and Enterprise Education (EE)

1.1 Statutory requirements

Citizenship education has been a statutory part of the national curriculum at Key Stages 3 and 4 since 2002.

Secondary schools also have a statutory responsibility to teach about sexual health, including sexually transmitted infections including HIV/AIDS and contraception.

Although PSHE (personal, social, health education) is non-statutory, it is compulsory to embed and develop the SMSC (spiritual, moral, social and cultural) education of students.

Aims

1.2 What are the aims of Lifeskills?

Lifeskills is a planned programme of both formal and informal learning opportunities and experiences that help young people grow and develop as individuals and as members of families and communities. It allows students to expand their knowledge and equips them with practical skills in order to live healthy, safe and responsible lives.

The Lifeskills Programme also enables young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and will do in the future.

Students are also actively encouraged to participate in discussions on how these range of themes will link to our Character Programme and develop the four key Character traits - determination, curiosity, independence and communication.

1.3 How Lifeskills supports the School aims

Effective Lifeskills education cannot be restricted to the classroom but must be an integral part of the school's aims and ethos. Its effect must be evident in the school's community and the wider community.

Tring School's motto of 'Live to Learn and Learn to Live' is used to support and encourage the continued growth of a community in which Christian values of wisdom, hope and community support the Lifeskills curriculum and in turn are supported by it.

Roles & Responsibilities

Jennah Alder

Enhancement Leader

Heather Golla

Assistant Head overseeing Enhancement Leader

Sarah Welsh

Lifeskills Administrator

Denise Griffiths

Connexions Administrator, Enterprise Education

These members of staff have a responsibility for leading and managing areas of Lifeskills.

2 Content/Procedures

2.1 Personal, social, health and economic education (PSHEE)

PSHEE deals with many real life issues young people face as they grow up. It gives them the knowledge and skills needed to lead healthy and responsible lives as confident individuals and members of society.

(See Appendix 1 Programme of Study)

2.2 Citizenship

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

There are a number of key concepts and processes listed in the 2013 National Curriculum for Key Stages 3 and 4 that underpin the study of Citizenship.

2.2.1 Key concepts and aims

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

2.2 Subject Content

Key Stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. This should cover:

- the development of the political system of democratic government in the UK, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the UK
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting and managing risk

Key Stage 4

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. This should cover:

- Democracy and the key elements of the constitutions of the UK the different electoral systems used in the UK and beyond
- other forms of government (democratic and non-democratic) beyond the UK
- local, regional and international governance and the UK's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- diverse national, regional, religious and ethnic identities in the UK
- the different ways in which a citizen can contribute to the improvement of his or her community
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

2.3 Careers

Please see Careers & WEX policy

3 Organisation

Lifeskills lessons are timetabled for one hour every fortnight in KS3. Students are taught in their mixed ability house groups. These lessons are supplemented by whole day events, eg SRE day and Extended Learning Days. Life Skills lessons in KS4 are being taught in drop down days (5 hours for both year 10 and 11 for Life Skills and 5 hours for Careers)

With regard to Lifeskills education it is important that staff feel comfortable with the subject matter. Lifeskills is taught by a specialist team of teachers in order to help facilitate this. The programme is also enhanced by the use of supervised, outside speakers - with relevant knowledge and experience. All staff are asked to teach within the school's value framework.

3.2 Monitoring and Evaluation

Monitoring and evaluation of Lifeskills actively involves students in a number of ways. For example, students have a dedicated feedback session at the end of year that they can feedback into Life Skills lessons. Students also have student voice opportunities in a school wide setting. For whole school or drop down days, they are asked to feedback in an evaluation form. Teachers are also distributed a feedback form to analyse the Life Skills program on an annual basis.

The Policy will be monitored through regular reports to the Governors' Teaching and Learning Committee. These reports will cover both content and delivery.

Implementation of SIR marking into lessons.

Implementation of peer assessments into lessons.

All Lifeskills lessons are discussed and linked to our Character Programme. Students are rewarded for excellent participation and contributions made in lessons

3.3. Consultation/communication with Parents/Carers

Information about Life Skills including individual lessons can be found on the school website under the Enhancement section. Parents are kept informed about statutory whole day activities, drop down days and statutory lessons by letter prior to the events and a booklet has been sent home to all parents about the Life Skills programme in Key Stage 3 and 4.

The parents' rights to withdraw students are clearly laid out in the SRE policy and parent booklet.

4. Linked policies

- SHRE Policy
- Drug Education Policy
- Anti-Bullying Policy
- Careers Policy
- WEX Policy

Written by Jennah Alder-Enhancement Leader
Tring School Governing Body
Approved April 2019

Appendix 1

Aims of Lifeskills programme of study	
Personal education	<ul style="list-style-type: none"> ● Getting to know resources in the school that will aid with their own personal education eg. LRC, Connexions ● Learning to live a healthy lifestyle by educating students on the impacts (legal, physical and social) of drugs, smoking and alcohol ● Creating awareness of personal hazards and discussing methods of safety eg. transport, concerts, travelling, hazards at home ● Discuss modern technology and how to keep ourselves safe ● How to use social media appropriately and to think about long term impacts of inappropriate use ● How to complete basic first aid ● Embrace external speakers when leading sessions on legalities, impacts and safety measures of sexting, grooming and online security ● Safety and security measures, including reference to the Prevent agenda, by discussing counter terrorism and how to keep safe
Social education	<ul style="list-style-type: none"> ● To enable students to interact in the community in an appropriate way by covering themes such as inappropriate language, racism, homophobia, inclusion of all faiths and genders, anti-bullying, disability and cyberbullying ● To decipher what a healthy relationship looks like ● To engage with peers in team building and communication activities ● To discuss identity and inclusion and the impact of society ● Engage in meaningful discussions around societal pressures eg. reality TV shows ● Understand our place in our local and global community by discussing social responsibilities
Health education	<ul style="list-style-type: none"> ● To have our chaplains deliver sessions on dealing with personal and healthy emotions - loss and grief, family break downs, believing and

	<p>belonging</p> <ul style="list-style-type: none"> ● To discuss what mental health is and challenge stigma's facing illnesses ● To promote healthy eating and a healthy active lifestyle (including sleep) ● Discuss and practice techniques to look after personal wellbeing ● Learn about puberty and how to make healthy choices around personal hygiene ● To discuss healthy choices in regards to sexual health, availability of sexual resources and relationships ● Understand global communities and cultural differences eg. female genital mutilation
Economic education	<ul style="list-style-type: none"> ● To use a range of financial tools and services (online and in person) to manage personal money ● To learn how to budget and keep themselves safe when using online tools ● Calculate tax and mortgages considering a range of wages ● Learn about the influences on spending money and how this may influence pensions and savings accounts ● Learning about financial responsibilities to individuals and to poorer nations
Resilience education	<ul style="list-style-type: none"> ● To critically examine our own thinking skills to develop resilience ● To effectively communicate and develop our own self esteem and flexible thinking ● Using the Penn Resilience Programme to embed these skills ● Build confidence in order to challenge pessimistic thinking
Character education	<ul style="list-style-type: none"> ● Link all Lifeskills learning to the four Character traits - communication, independence, curiosity and determination ● Embed discussions around key Christian themes ● Reward students for active engagement ● Discuss these as an integral part of key British values
Spirituality/Being Human	<ul style="list-style-type: none"> ● To discuss themes such as believing and belonging in a multi faith society and establishment

	<ul style="list-style-type: none">● To decipher how to embed the Character traits and Christian ethos values into everyday practice● Have our chaplains deliver key messages within topics that are delivered and help our students understand their importance and how to deal with them● Have our chaplains answer questions that our students may have on spirituality
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