



## DEPARTMENTAL DOCUMENTATION

### *The Life Skills Department*

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This policy is available on the School website and can be made available in large print or other accessible format if required.

## POLICY STATEMENT

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## ANNUAL REVIEW - 2016 – 2017

### Rationale

Life Skills refers to those aspects of school life – its thinking, planning, teaching and organisation – explicitly designed to contribute to the process of growing up, getting on with other people, the formation of values and the preparation of the boy for responsibility in adult life. This includes helping boys to understand themselves, their behaviour, health and development, our society, their school and effective learning skills and how to make decisions and moral judgements. It happens in every classroom, in the playground, the sports hall and games field, the dining room and the library – all parts of the school throughout all sessions of the school day, from the moment the first pupil arrives in the morning to the time the last one leaves in the evening.

Life Skills is essentially concerned with the education of the whole person rather than with the knowledge that person needs and underpins all aspects of learning. Over the course of their time at the school boys will develop confidence in their own opinions and their abilities to defend them whilst respecting those of others and they will become better informed to make choices about their own and others' behaviour and lifestyles.

The Qualifications and Curriculum Authority has defined *four* strands within PHSEE (Life Skills):

- to develop confidence and responsibility
- to prepare pupils to play an active role as citizens
- to develop a healthy, safer lifestyle
- to develop good relationships and respect others

Each of these strands is central to the Life Skills program throughout the school.

The Life Skills programme in this school seeks to promote and develop the Every Child Matters (ECM) outcomes:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing.

The visible Life Skills curriculum will include a planned and coherent approach to personal development and be reflected in the ethos and values of the school and is dependent upon that ethos for its effectiveness.

The 1992 act states: “The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about ... the spiritual, moral, social and cultural development of pupils.” (Ed. (Schools) Act 1992)

*The Education Act 2002 states that:*

*(1) The curriculum for a ..... school satisfies the requirements of this section if it is a balanced and broadly based curriculum which—*

*(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*

*(b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

*Section 2.5 of the National Curriculum framework (published in July 2014) states that, ‘All schools should make provision for personal, social, health and economic education (PSHEE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.’*

The PSHE Association has identified three overlapping and linked ‘Core Themes’ (Health and wellbeing, Relationships, Living in the Wider World). These are expressed as areas of core knowledge, understanding, language, skills and strategies, and will be taught in accordance with pupils’ readiness. They are appropriate across all key stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

Life Skills (PSHEE) education should respect and take account of pupils’ prior learning and experiences. Programmes will reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. Life Skills education will be taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils’ thinking. Life Skills education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. Life Skills education has a rich body of knowledge which will be taught through topics. Learners need to ‘know about..’, ‘know how to..’ and also ‘be able to..’.

### **Spiritual, Moral, Social and Cultural Development**

The ISI Handbook states that:

The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—

*(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;*

*(b) ensures that principles are actively promoted which—*

*(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;*

*(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;*

*(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;*

*(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;*

- (v) *further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;*
- (vi) *encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and*
- (vii) *encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;*

(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and

(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils

- (i) while they are in attendance at the school;
  - (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
  - (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- they are offered a balanced presentation of opposing views.

The Regulations are not prescriptive, but the school is expected to ensure that it plans and provides effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Subject areas such as personal, social, health and citizenship education (PSHEE) (Life Skills at The Hall) and religious education may make strong contributions, but work within all other subjects may also contribute.

New additions to the regulations for SMSC were introduced from 1st January 2013. Schools are not required to provide additional documentary information, but schools should be ready to explain to inspectors their guidelines on teaching of political issues.

*ISI Handbook – The Regulatory requirements effective from April 2015*

Consequently it is incumbent on the school to lead boys towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition the school seeks to:

- lead boys towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity
- enable boys to gain insights into the origins and practices of their own cultures, and into those of the wider community
- take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism

Much, though by no means all, of the delivery of SMSC requirements will occur in the course of the Life Skills programme of study (see below).

### Aims

The Hall School prepares boys for their wider life ahead, in terms of their moral and spiritual education and their acquisition of individual passions both inside and outside the academic classroom. The provision of Life Skills education is an integral part of this preparation.

Through the Life Skills programme boys will:

- develop confidence in themselves as well as a sense of corporate responsibility, so that every boy has the self-belief to do well for himself but also to contribute fully at school and in his life ahead to those around him and to wider society
- be encouraged to show an awareness of others at the same time as self-discipline for themselves, and to show empathy with and enjoyment of the diverse cultures and traditions that are represented at The Hall and in the surrounding community and city of which the school is a part
- learn the basic rules and skills for keeping himself healthy and safe (including Internet Safety and Cyber-bullying issues) and for behaving well
- learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying
- learn about the wider world and the interdependence of communities within it
- learn how to make informed and balanced decisions on important moral, social, cultural, political and environmental issues, and those related to their own and others' health and well-being
- be encouraged to discover his own aspirations, and to develop his own ambitions and his personal targets in a sustained, determined manner
- learn about his rights, responsibilities, duties and freedoms and about laws, justice and democracy
- learn to take part in decision-making and different forms of action
- develop his critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than his own
- learn to argue a case on behalf of others as well as himself and speak out on issues of concern

### Objectives

By the time they leave the school boys will have:

- built on their own experiences and on the early learning goals for personal, social and emotional development
- developed their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues
- become more mature, independent and self-confident
- *recognised that prejudicial behaviour on the grounds of faith, beliefs, race, gender or sexual orientation is not acceptable*
- *understood the importance of recognising and combatting discrimination*
- *understood that the right to hold other faiths and beliefs is protected in law*
- *acquired some of the knowledge, skills and understanding to prepare them to play a full and active part in society*
- *acquired 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*
- *understood the separation of power between the executive and the judiciary, and that some public bodies can be held to account through Parliament others maintain their independence*
- *developed a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced and that living under the rule of law protects individual citizens and is essential for their well-being and safety*
- *developed 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*
- *been 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*
- embraced change, feeling positive about who they are and enjoy healthy, safe, responsible and fulfilled lives
- learnt to recognise, develop and communicate their qualities, skills and attitudes and reflect on and clarify their own values and attitudes

These outcomes are reflected directly in the curriculum aims – for young people to become successful learners, confident individuals and responsible citizens they need to have the **facts, concepts, skills, attitudes** and **values** that the Life Skills programme seeks to deliver.

Sources: ERA 1988; Education (Schools) Act 1992; 1996 Ed. Act; National Curriculum 1999, 2014

### **Resources**

Resources used within the Life Skills department come from different sources. In the Junior School teachers use a wide range of resources built up over the years. They also use *Citizenship and PHSE* books A to 2 published by Collins and *Health for Life* resources as well as the PSHSE Association for guidance.

The Middle School is developing a program based on *Citizenship and PHSE* books 3 and 4 published by Collins.

The Senior School Scheme of Work is based on *Your Life* books 1 to 3, published by Collins as well as the PSHSE schemes of work and curriculum guidelines that have been adopted to the specific needs of the school.

In all year groups, supporting websites and other materials, including those published by charities and other NGOs for specific focuses are in use, as well as current affairs, newspapers, internet resources etc..

Throughout the school visiting speakers are used on a regular basis to support the Life Skills studies. This ranges from members of the school staff, such as Matron and the school Catering Manager, to members of the parent body and external speakers from charities, banks, organisations for those with limited abilities and local government bodies such as TfL or the Police.

### **Time Allocation & Staffing**

Life Skills is grounded in the Aims and Ethos of the school, as quoted above under Aims and so it could be argued that we dedicate 45 hours a week to the subject and all members of the school community (not just teachers) are involved in its delivery. In the Junior School the Life Skills objectives are covered in specific timetabled class lessons as well as through the formal and informal curriculum. In the Middle and Senior Schools, timetabled sessions take place once a week on Friday morning from 8:25 to 9:50 am, although there is more flexibility in Year 4, particularly, where pupils spend a greater proportion of their time with their Form Tutor during the course of the week than in older year groups. In addition all Form Tutors have a further 70 minutes (in the Middle School) and 20 minutes (in the Senior School) of 'Form Time' every Friday. The programme and activities for these sessions is largely up to the individual Form Tutor but will include some of the broader aspects of Life Skills, such as dealing with social issues within the form, etc.

Staff members who do not have a form and a number of non-teaching staff have also been involved in presenting some aspects of the curriculum. There is a specific 'non-form' teacher allocated to each year group to assist in the delivery of the Life Skills curriculum. Some related material is also covered in Current Affairs and Thinking Skills sessions in Year 5 to 8. Mr. Paul Chapman, as Deputy Head (Pastoral (Senior School)); Mr. Richard Gordon, Head of Middle School; and Miss Kirsty Anderson, Head of Junior School are all heavily involved in the creation and support of the whole-school ethos outlined above. In addition, Mrs. Katie Bonham-Carter has responsibility for the Life Skills program in the Junior School.

Timetabled sessions are delivered by Form Tutors supported by; in year 4 Miss E O'Neill, in year 5 Mr J Chapman, in year 6 Miss M Bascierra, in year 7 Mr. Paul Martin and in year 8 Miss A Luck. Current Affairs is taught by Mr Chris Godwin and Thinking Skills by Miss O. Buchanan. Mr. Paul Chapman delivers Life Skills to a Year 5 class once a week as part of a rotating program of Current Affairs, Life Skills and Drama. In addition, Mr. Chris McFarlane delivers a 10 week course on Leadership Skills to Year 6 boys as part of their PE program. As part of their post Common Entrance exam programme, boys in Year 8 take part in First Aid training.

In addition, the school is divided into four houses which meet on a regular basis to acknowledge and celebrate individual and group achievement both in the classroom and in other aspects of school life, notably in sports. In the Middle and Senior schools there are regular 'Vertical Tutor Groups' based on the houses and meeting roughly twice a term. This encourages a mixing across the age-groups of the boys in years 4 to 8 and provides an opportunity for boys to form strong relationships with those of other ages in smaller groups and with a member of staff. These sessions are usually led by Year 8 members of the group. In the Junior School houses meet twice a term when House Captains and Vice Captains deliver prepared talks on given subjects.

There is an active Debating Club within the Senior school and an annual House Debating Competition involving boys from the top three years of the school. A Philosophy group has recently started.

The houses also each support a major charity and arrange fund raising activities on behalf of their adopted cause. Each house has two representatives to the School Council, which meets regularly to discuss issues raised by the boys with the Senior Leadership Team and other relevant senior members of staff (e.g. Catering Manager, Matron, Clerk of Works, etc.).

From September 2010 the whole school has been involved in raising awareness of and support for a charity in Sierra Leone, Planting Promise. This organisation uses profits from locally organised and resourced food-growing and processing initiatives to provide education for children from the community and was established by an old boy of The Hall. In addition various charitable organisations are supported and awareness raised on an *ad hoc* basis throughout the year. These include *Jeans for Genes* and the UNICEF *Day for Change*. Boys are encouraged to participate in their own individual charitable initiatives and many do so, involving their peers and other members of the school and wider community.

Once a year each form in the Middle and Senior Schools prepares and delivers an assembly to the rest of the school. This can be on any subject, but it has to have a moral/religious theme. This gives boys an opportunity to consider such a theme from their own perspective, to prepare the presentation and to be involved in public speaking to a large body of between 100 and 150. In the Junior School boys perform a class assembly once a term which, once a year will be based on a religious/moral theme. Public speaking and performance skills are also practised through the various competitions that involve these skills run by the English and Music departments.

### **Links with other Subjects**

There are links with most other subject areas within the school curriculum. Principal amongst these are:

Links with moral and religious education in RS, including consideration of tolerance of and respect for those with differing religious views

English, particularly the study of Literature, and Drama are likely to raise opportunities for consideration of many of the issues covered in Life Skills

Many aspects of Health and Personal Development Education (including Sex Education) overlap with areas of the Science Curriculum

Environmental issues are also raised within the Science and Geography Curricula

In both Geography and History pupils will encounter peoples of different cultural, ethnic and/or religious beliefs to their own

The PE and Games Curriculum will cover aspects of personal health and fitness. In addition in Year 6 boys are involved in Leadership Skills development, working with boys in the Junior School

The Current Affairs and Thinking Skills programmes in the Middle and Senior Schools develop boys' abilities to form opinions and to deliver those in an appropriate manner.

### **Differentiation & Setting**

As in all other subjects, the school strives to enable all boys to reach their full potential. Timetabled Life Skills sessions are delivered within the context of Form or, sometimes, Year groups. All these groups are, therefore, of mixed academic ability. Appropriate differentiation needs to be taken into consideration by form tutors when preparing their sessions in order to enable all members of the group to have equal access to the session. It is to be born in mind that a pupil who is not particularly good at articulating himself on paper may well shine in open discussion, and vice versa.

## Evaluation and Assessment

The ISI Handbook states that the teaching at the school should demonstrate ‘that a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress’ (*ISI Handbook – Regulatory Requirements January 2013*). This standard applies to **all** subjects. It is therefore incumbent upon the Life Skills Department to apply this standard to its teaching.

There are four important reasons for carrying out Evaluation and Assessment in Life Skills. These are:

1. To monitor our provision
2. To give us and pupils (and parents) feedback about their progress and how their learning might be improved
3. To improve learning and increase pupils’ motivation.
4. To help pupils to reflect on and identify what they have learnt.

As in any other subject, it is critical to assess the baseline - where pupils currently are in their learning – in order to prevent boring and repetitive work. Schemes of Work and individual lesson plans should also incorporate opportunities for Assessment for Learning (AfL) as well as Assessment of Learning (AoL) in order to provide pupils with an opportunity to fulfill reasons 2 and 4 above.

The following questions therefore arise, ‘How do we assess and evaluate learning in Life Skills?’; ‘On what criteria do we assess and evaluate?’; ‘What evidence do we need to collect and why of the learning in Life Skills?’.

The Scheme of Work and individual lesson plans should include both Learning Objectives (what we want the boys to learn in the course of the lesson(s)) and Learning Outcomes (how it is that the boys can demonstrate this learning). These need to be clear, precise and **measurable** in some way.

Individual lesson plans will, therefore:

- have clear and precise Learning Objectives;
- have clear, precise and measurable intended Learning Outcomes;
- show how the teacher will gauge the boys’ starting points;
- have activities that are appropriate to achieve the learning outcomes and that take into account best practice;
- have explicit opportunities for assessment and evaluation.

Boys should be given the opportunity to retain and collect their own evidence of their learning and development in all aspects of the subject. This might take the form of written work (including sketching, drawings/posters, etc.); photographs of collaborative or display work; opportunities to reflect on and record their observations on their own and their peers learning, both formal and informal. In addition teachers should also collect evidence of learning within individual lessons and over longer periods. This can take the form of photocopying/photographing work completed in the lessons, recording observations, and retaining lesson plans/notes.

The Head of Department will regularly collect sample of work from boys throughout the Middle and Senior schools. In addition, Heads of Year and individual teachers are encouraged to hold samples of work from their year groups/forms. The Head of Department will visit each class in the Middle and Senior schools at least once a term to observe lessons taking place.

Class and Form Tutors will be also be forming their own informal assessments of those in their charge during Life Skills and other form sessions. The effectiveness of Life Skills can also be assessed by the everyday observation of boys within the school community.

## Curriculum Enrichment

Various external groups and individuals are invited into the school for special sessions. It is hoped to extend this in the future to at least one visit by an external agency per year group per academic term, on average. Examples of external agencies which have been used include:

A workshop on food and diet led by Mrs. Casey, the Head of Catering for the school (Year 4)

Drama groups, particularly presenting drama on issues relating to Bullying

Community Support Police Officer – personal safety, young people and the law

F.R.H Elgood – Blind Speaker highlighting living with a disability (Year 6)

TfL - Safety and Citizenship

Representatives of local, national and/or global charities and other NGOs

Simon Leigh on addiction (to Year 7) and drugs (to Year 8)

### **Development**

The Life Skills programme in the MS/SS has developed over the course of the last few years and there is currently a reasonably fully developed and comprehensive scheme of work in place. The JS scheme is relatively new.

The introduction and development of processes of evaluation and assessment continues to be a priority over the coming months.

Encouraging Class and Form Tutors to see their role within the Life Skills programme as an important one is a priority. Appropriate training will be offered to any who feel that they need support in this area.

Encouraging all members of the adult school community to recognise their role in the creation of the appropriate ethos, as outlined in the Aims above and the Aims and Ethos of the school is an ongoing matter.

## **Appendix 1 – Sex and Relationships Education within Life Skills.**

### **SEX AND RELATIONSHIPS EDUCATION POLICY**

**This policy is to form an appendix to the Life Skills Department Policy Documentation and should be read in connection with that document.**

#### **Introduction**

This policy covers The Hall School's approach to the teaching of Sex and Relationships within the context of Life Skills (including ICT) and Science lessons within the school. It was drawn up by the Head of Life Skills (Mr. Graham Cottam) in consultation with the following key members of staff:

- Headmaster; Mr. Chris. Godwin
- Deputy Head (Pastoral); Mr. Paul Chapman
- Deputy Head (Teaching and Learning); Miss Olivia Buchanan
- Head of Junior School; Miss Kirsty Anderson
- Head of Science; Miss Laura Byrne
- Head of ICT; Mr. Christopher North

The policy was ratified by the Governors of the school and will be reviewed annually by the Head of Life Skills.

This policy forms an appendix to the school's Life Skills policy and, as such, is available for all to parents to inspect at any time. The Life Skills policy is published through the parents' link on the school website and so is openly available. Hard copies are also available for inspection.

#### **Aims and Objectives**

The aims and objectives of the Sex and Relationships education provided by The Hall School form a sub-set of those of the Life Skills program as a whole which are stated as part of that department's policy documentation.

#### **Rationale**

Sex and Relationships Education is 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.' (*Sex and Relationships Education for the 21<sup>st</sup> Century, Supplementary Advice to the Sex and Relationship Education Guidance, DfEE (0116/2000)*).

There is significant evidence that supports the supposition that high quality Sex and Relationships Education helps to 'create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life'. (*Sex and Relationships Education for the 21<sup>st</sup> Century, Supplementary Advice to the Sex and Relationship Education Guidance, DfEE (0116/2000)*). The DfEE's 2010 paper *The Importance of Teaching* highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices.'

The majority of parents are supportive of SRE – 88% want it to be compulsory (NAHT 2013 survey). Parents still have the right to withdraw children from all or part of the any SRE provided, except those biological aspects covered by the Science National Curriculum.

### **Statutory Obligations**

As an independent school, The Hall School is not obliged to teach SRE. However, under the Education Act 2002 'all schools must provide a balanced and broadly-based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development and experiences of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'*

and this forms part of the ISI standards to which we are subject. It is therefore important to address issues of Sex and Relationships Education in our age groups in order to prepare our pupils to take their place in society as properly prepared for the challenges and roles that face them as they grow from small boys to young men. This includes issues of the use of technology, together with matters concerning their own and others' safety both online and in other forms of social media.

### **Aims, Objectives and Outcomes**

The Aims, Objectives and Outcomes of the Sex and Relationships Education at The Hall School are the same as those of the Life Skills program in general and therefore are as outlined in the main Life Skills Documentation.

## **Topics Covered**

At a meeting between the Headmaster, the Head of Science and the Head of Life Skills held on 8<sup>th</sup> September 2014 it was decided that the following course is appropriate for the pupils at this school. It was felt that, as a boys' school, there is no need to cover the material on puberty earlier than in year 7. It was felt that there is a danger of over-sexualising younger children if material is introduced at a younger age. Therefore, the Program of Study will include the following;

### **Reception to Year 3**

Group and class rules; that bodies and feelings can be hurt and how to respond when this happens to themselves or others; the difference between secrets and surprises; developing a vocabulary to describe feelings; sharing their own and listening to other people's opinions

### **Years 4**

Sportsmanship  
Prejudice  
Teasing and Offensive behavior  
A to Z of feelings  
Liking and Loving  
In Science, Reproduction as one of the seven Life Processes

### **Year 5**

Resolving differences  
Making rules and laws  
Celebrating variety  
A healthy mind  
In Science, life cycles of plants and animals

### **Year 6**

Anxieties and worries  
How to express your ideas

### **Year 7**

Growing and changing  
Self-esteem  
Friends and friendship, including peer pressure  
In Science, Human Reproduction

### **Year 8**

Adolescence  
Becoming an Adult

### **Senior School ICT**

In ICT lessons in the Senior School boys will learn about online safety and the use of social media. They will also be made aware of their responsibilities for the safety of others, including the use of social media to disseminate images and/or messages and the implications of this, both in terms of legal requirements and their own reputation. They will be encouraged to consider the implications of inappropriate behaviour for their own and others' feelings of safety and well-being.

There will, in addition to these specific topics, be times when form time discussions as well as informal conversations, both in the classroom and outside it, will touch on aspects of Sex and Relationships Education.

Within the school the emphasis is on moving from 'self' to 'others' in terms of friendships and other relationships and then preparing for and coping with the move from 'friends who are girls' to 'girlfriends', as and when that arises. This will be different within different cohorts of boys and it is important therefore for form tutors, in particular, to be aware of the social connections that boys, especially in the Senior School, are making.

It will be seen from the list above that it is not the intention to raise issues of morality, contraception or STDs at this school. It is not felt that it is appropriate to be raising these issues in open class discussion with boys of this age, especially given the potential for religious and/or moral objection on the part of parents. If such matters do crop up in discussion then they can be dealt with as appropriate at the time, or later. Cultural and faith attitudes towards sexual behaviour need to be considered when considering the exact approach taken within the context of any lesson.

### **Involvement of the Wider School Community**

Parents and carers have an important role to play in the development of boys' Sex and Relationships Education. This will be encouraged by giving parents the opportunity to see the material that is used in lessons. Parents' meetings are also regularly arranged in which the School Counsellor addresses some of the issues involved in the bringing up of boys of this age as well as sessions relating to computer and other social media safety and behaviour. It has been found useful to involve the local Police force in dealing with specific issues, either in school or through parental contact.

### **Parental Withdrawal**

Parents have the right to withdraw their sons from 'sex education' lessons. This has never been known to happen – indeed, personal experience is that parents are more than happy for the school to 'deal with' these issues. There is also often the feeling that, when issues are raised in the classroom, this gives parents the opportunity to bring their own social, religious, ethnic or cultural focus into the discussion with their sons.

If parents do exercise their right to withdraw pupils from the lessons they will be given the opportunity to meet with the teacher(s) involved to view the material that is being used and, if they wish, to have access to that material so that they can discuss these with their sons in their own time and with their own emphasis.

### **'At risk' pupils**

As in any other situation, if a teacher or any other adult member of the school community feels that a pupil is 'at risk' then they are obliged, under the terms of the school's safeguarding policy and the law to bring this to the attention of the appointed 'Responsible Person'. All adult members of the school community are expected to be familiar with the provisions of the school's Safeguarding Policy.

**Appendix 2; Life Skills Curriculum Map**

**Life Skills Curriculum Map; Junior School**

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Term 1	Healthy Lifestyle Learning from experiences Recognising strengths Rules Fire safety. Understanding that people's bodies and feelings can be hurt Recognising when people are being unkind Difference between secrets and surprises Anti-bullying week.	Healthy Lifestyle and personal hygiene Learning from experiences Recognising strengths Rules Fire safety. Recognising when people are being unkind Difference between secrets and surprises Respecting differences and similarities Anti-bullying week.	Healthy Lifestyle Managing loss Rules Fire safety Feelings Recognising when people are being unkind Recognising that there are different kinds of teasing and bullying Anti-bullying week	Healthy lifestyle Choices Bacteria and viruses Shared goals Fire safety Feelings Recognising an unhealthy relationship/ Physical contact Secrets Recognising and responding to bullying Anti-bullying week
Term 2	Contributing to classroom life Belonging Feelings and their management feelings Knowing who to count on and trust Knowing who to go to if worried Road safety.	Contributing to classroom life Respecting and protecting the environment Recognising strengths and making goals Internet Safety. Likes and dislikes Choices Feelings and their management Knowing who to count on and trust Knowing who to go to if worried Road safety.	Recognising strengths Making goals Rules Responsibilities Internet Safety Protecting the environment Managing money Road safety.	Human rights Responsibilities Communities Achievements, strengths and goals Internet safety Risk Health and safety First aid Internet safety Stranger danger Road safety

Term 3	Sharing opinions Explaining views Listening to others Playing and working cooperatively Recognising and acknowledging strengths in others. Responsibilities Change Water safety.	Communicating feelings Recognising others' feelings Recognising how their behaviour affects others Recognise what is fair and unfair, kind and unkind, right and wrong Sharing opinions Playing and working cooperatively Belonging to groups Responsibilities Change Water safety	Difference between secrets and surprises Physical contact Sharing opinions Listening, playing and working cooperatively Internet Safety. Change Moving classes Growing Water safety	Relationships Resolving disputes Internet safety Change Differences Equality Money Water safety
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**Life Skills Curriculum Map; Middle and Senior Schools.**

	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>
Term 1:	Bullying Jeans for Genes Sportsmanship Class rules Learning from mistakes Unsafe Places Prejudice	Bullying Jeans for Genes Right and Wrong Coping with Pressure Points of view Decisions about resources (consumerism) Health and disease – beat the bugs	Bullying Anxieties and worries Beliefs, Customs and Festivals Managing time Values: right and wrong Smoking Being a Good Neighbour	Bullying World Smile Day Internet safety and ICT Growing and Changing Self-esteem Other Cultures and life-styles Friends and friendship The Power of Advertising	Bullying Internet safety and ICT Adolescence Racism, prejudice and discrimination How to make decisions Becoming an adult-responsibility The role of the House of Lords Good manners Bank accounts- consumers
Term 2	UNICEF Day for Change Resolutions Local democracy Playing safe Teasing and Offensive Behaviour A to Z of feelings	UNICEF Day for Change All in a day's work Antisocial behaviour Drugs Resolving differences Money Matters	UNICEF Day for Change/Children's rights You as a Consumer Eating and Exercise How to express your ideas Attitudes to work	UNICEF Day for Change Internet safety and ICT Employment and unemployment Drinking and alcohol	UNICEF Day for Change Internet safety and ICT Human rights issues The power of the press Local Government House of Lords - talk
Term 3	Liking and loving Emergency Services Debating Environmental Issues	Making rules and Laws A Healthy mind Celebrating variety Reflection and moving on	Britain's Government People with disabilities(including talk) Resources, Waste and recycling Reflection and review	Internet safety and ICT The school as a community Taking action on the local environment Food and water Addiction (external speaker) Reviewing progress	Internet safety and ICT Which political party do you support? Being a World citizen Drugs (external speaker) First Aid training Reflection and review

Conference Day Themes Middle and Senior Schools.

	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>
Term 1	Anti-bullying week (November20th) Theme: Individual year group choices				
Term 2	Careers This is an overall theme; it will be broken into differing focuses (foci?) for different year groups				
Term 3			A multi faith theme		
				Talks on; Drugs and drug taking Addiction	Talks on; Drugs and drug taking Drugs First Aid and dental health

### **Appendix 3 – The Life Skills Scheme of Work**

The three Core Themes identified by the PHSE Association are:

1. Health and Well being
2. Relationships
3. Living in the Wider World, including Economic wellbeing and being a responsible citizen.

These Core Themes have been used in drawing up the Schemes of Work for the Junior, Middle and Senior Schools.

It should be noted that, particularly in the Senior School Scheme of Work, there is more material than time allows for. Teachers are asked to select from the material given, ensuring an adequate and balanced coverage of the material included and taking into account the overlaps with other subjects as well as any priorities that may arise during the course of the year. This should be reflected in the medium term planners prepared at the start of each term.

**SCHEME OF WORK**    *Reception – The Life Skills Department*

Term	Learning Objectives	Resources Available
<p style="text-align: center;"><b>Autumn 1- Health and Well-Being Sept/Oct (7 weeks)</b></p> <p style="color: red;">Healthy Lifestyle/ learning from experiences/ recognising strengths/rules/ fire safety.</p>	<p><b>What is meant by a healthy lifestyle</b> –to learn about the importance of exercise, rest, teeth brushing and healthy eating.</p> <p><b>How to maintain physical, mental and emotional health and well-being</b> –to think about themselves, learn from their experiences and recognise their strengths.</p> <p><b>About respect for self and others and the importance of responsible behaviours and actions</b>-to help construct, and agree to follow, group and class rules and to understand how these rules help them.</p> <p style="color: blue;">Fire Safety -October</p>	
<p style="text-align: center;"><b>Autumn 2 – Relationships Nov/Dec (7 weeks)</b></p> <p style="color: red;">Understanding that people’s bodies and feelings can be hurt/ recognising when people are being unkind/ difference between secrets and surprises/ anti-bullying week.</p>	<p><b>How to recognise risky or negative relationships, including all forms of bullying and abuse</b> – to know that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable.)</p> <p>-to recognise when people are being unkind either to them or others and how to respond.</p> <p>-to know the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises.</p> <p style="color: blue;">Anti-Bullying Week-November</p>	
<p style="text-align: center;"><b>Spring 1 – Living in the wider world Jan/Feb (5/6 weeks)</b></p> <p style="color: red;">Contributing to classroom life/belonging</p>	<p><b>About respect for self and others and the importance of responsible behaviours and actions</b> – how to contribute to the life of the classroom.</p> <p><b>About the rights and responsibilities as members of families, other groups and ultimately as citizens.</b></p> <p>-that they belong to various groups and communities such as family and school.</p>	
<p style="text-align: center;"><b>Spring 2 – Health and Well-Being Feb/April (5/6 weeks)</b></p> <p style="color: red;">Feelings/managing feelings/ knowing who to count on and trust/ knowing who to go to if worried/ road safety.</p>	<p><b>Ways of keeping physically and emotionally safe</b></p> <p>-To know about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p><b>To identify different influences on health and well-being</b> – Feeling valued and knowing who they can count on and trust. Knowing who they can go to if they are worried.</p> <p style="color: blue;">Road Safety – March</p>	

<p><b>Summer 1 – Relationships</b>  <b>April/May (5 weeks)</b>  <i>Sharing opinions/explaining views/ listening to others/  playing and working cooperatively/ recognising and  acknowledging strengths in others.</i></p>	<p><b>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts-</b> to share their opinions on things that matter to them.  -to explain their views through discussions with one other person and the whole class.  -to listen to other people and play and work cooperatively.  -to recognise and acknowledge strengths in others.</p>	
<p><b>Summer 2 – Living the wider world (and change)</b>  <b>June/July (5 weeks)</b>  <i>Responsibilities/change/water safety.</i></p>	<p><b>About the rights and responsibilities as members of families, other groups and ultimately as citizens.</b>  - that people and other things have needs and that they have responsibilities to meet them (Including being able to take turns, share and understand the need to return things that have been borrowed.)  <b>About managing change</b>  -about change and the associated feelings, (including moving to Year 1.)  <a href="#">Water Safety- June</a></p>	

<b>Floating Learning Objectives (to be included in Life Skills lessons if/when appropriate)</b>	
<b>Health and Well-Being</b>	<ul style="list-style-type: none"> <li>*about loss and the associated feelings (including losing toys, pets or friends.)</li> <li>*that household products, including medicines, can be harmful if not used properly.</li> </ul>

**SCHEME OF WORK**     *Year 1 – The Life Skills Department*

Term	Learning Objectives	Resources Available
<p style="text-align: center;"><b>Autumn 1- Health and Well-Being Sept/Oct (7 weeks)</b></p> <p>Healthy Lifestyle and personal hygiene/ learning from experiences/ recognising strengths/ rules/ fire safety.</p>	<p><b>What is meant by a healthy lifestyle</b> –to know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. -to know the importance of how to maintain personal hygiene.</p> <p><b>How to maintain physical, mental and emotional health and well-being</b> –to think about themselves, learn from their experiences and recognise their strengths.</p> <p><b>About respect for self and others and the importance of responsible behaviours and actions</b> - to help construct, and agree to follow, group and class rules and to understand how these rules help them.</p> <p>Fire Safety -October</p>	
<p style="text-align: center;"><b>Autumn 2 – Relationships Nov/Dec (7 weeks)</b></p> <p>Recognising when people are being unkind/ difference between secrets and surprises/ respecting differences and similarities/ anti-bullying week.</p>	<p><b>How to recognise risky or negative relationships, including all forms of bullying and abuse.</b> -to recognise when people are being unkind either to them or others and how to respond. -to know the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises. -to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them.)</p> <p><b>How to respect equality and diversity in relationships-</b> -to identify and respect the differences and similarities between people.</p> <p>Anti-Bullying Week-November</p>	
<p style="text-align: center;"><b>Spring 1 – Living in the wider world Jan/Feb (5/6 weeks)</b></p> <p>Contributing to classroom life/respecting and protecting the environment/recognising strengths and making goals/ Internet Safety.</p>	<p><b>About respect for self and others and the importance of responsible behaviours and actions</b> – to know how to contribute to the life of the classroom.</p> <p><b>About the importance of respecting and protecting the environment.</b> To know what improves and harms their local, natural and built environment s and about some of the ways people look after them.</p> <p><b>Recognising Strengths and making goals</b> -to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>Internet Safety – January</p>	

<p><b>Spring 2 – Health and Well-Being</b>  <b>Feb/April (5/6 weeks)</b></p> <p>Likes and dislikes/ choices/ feelings/managing feelings/  knowing who to count on and trust/ knowing who to go  to if worried/ road safety.</p>	<p><b>How to manage risks to physical and emotional health and wellbeing</b>  -to recognise what they like, and dislike and to recognise that choices can have good and not so good consequences.</p> <p><b>Ways of keeping physically and emotionally safe</b>  -to know about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p><b>-To identify different influences on health and well-being</b> – Feeling valued and knowing who they can count on and trust. Knowing who they can go to if they are worried.</p> <p>Road Safety – March</p>	
<p><b>Summer 1 – Relationships</b>  <b>April/May (5 weeks)</b></p> <p>Communicating feelings/ recognising others feelings/  recognising how their behaviour affects others/  recognise what is fair and unfair, kind and unkind, right  and wrong/ sharing opinions/ playing and working  cooperatively.</p>	<p><b>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts-</b>  -to communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>-to recognise how their behaviour affects other people.</p> <p>-to recognise what is fair and unfair, kind and unkind, right and wrong.</p> <p><b>How to respect equality and diversity in relationships.</b>  -to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>-to listen to other people and play and work cooperatively (Including strategies to resolve simple arguments through negotiation.)</p> <p>Internet Safety - May</p>	
<p><b>Summer 2 – Living in the wider world (and change)</b>  <b>June/July (5 weeks)</b></p> <p>Belonging to groups/responsibilities/change/water  safety.</p>	<p><b>About the rights and responsibilities as members of families, other groups and ultimately as citizens.</b>  -to know that they belong to various groups and communities such as family and school.</p> <p>-to know that people and other things have needs and that they have responsibilities to meet them (Including being able to take turns, share and understand the need to return things that have been borrowed.)</p> <p><b>About managing change</b>  -about change and the associated feelings, (including moving to Year 2.)</p> <p>Water Safety- June</p>	

<b>Floating Learning Objectives (to be included in Life Skills lessons if/when appropriate/</b>	
<b>Health and Well-Being</b>	<ul style="list-style-type: none"> <li>*about change and the associated feelings (including losing toys, pets or friends.)</li> <li>*that household products, including medicines, can be harmful if not used properly.</li> <li>*to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell.'</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>*to identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</li> <li>*that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</li> </ul>

**SCHEME OF WORK**      *Year 2 – The Life Skills Department*

Term	Learning Objectives	Resources Available
<b>Autumn 1- Health and Well-Being Sept/Oct (7 weeks)</b> Healthy Lifestyle/ managing loss/rules/fire safety.	<p><b>What is meant by a healthy lifestyle</b> – to know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p><b>About Managing Loss</b>-to know about loss and the associated feelings (including losing toys, pets and friends.)</p> <p><b>About respect for self and others and the importance of responsible behaviours and actions</b> -to help construct, and agree to follow, group, and class rules and to understand how these rules help them.</p> <p>Fire Safety - October</p>	
<b>Autumn 2 –Relationships Nov/Dec (7 weeks)</b> Feelings / recognising when people are being unkind/ recognising that there are different kinds of teasing and bullying/ anti bullying week.	<p><b>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</b>- to communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>-to know about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p><b>How to recognise risky or negative relationships, including all forms of bullying and abuse.</b></p> <p>-to know that there are different types of teasing and bullying, that these are wrong and unacceptable.</p> <p>-to know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>Anti-bullying Week – November</p>	
<b>Spring 1 – Living in the Wider world – Economic wellbeing and being a responsible citizen. Jan/Feb (5/6 weeks)</b> Recognising strengths/making goals/rules/responsibilities/Internet Safety	<p><b>Recognising Strengths and making goals</b>-to recognise and celebrate their strengths and set simple but challenging goals.</p> <p><b>About respect for self and others and the importance of responsible behaviours and actions</b> -to know how to contribute to the life of the classroom.</p> <p>-to know that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed.)</p> <p>Internet Safety – January</p>	

<p><b>Spring 2 – Living in the Wider world – Economic wellbeing and being a responsible citizen.</b>  <b>Feb/April (5/6 weeks)</b>  Protecting the environment /managing money / road safety.</p>	<p><b>About the importance of respecting and protecting the environment -</b>  -to know what improves and harms their local, natural and built environments and about some of the ways people look after them.  <b>About where money comes from, keeping it safe and the importance of managing it effectively-</b>to know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.  <b>How money plays an important part in people’s lives-</b> to know about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.  Road Safety – March</p>	
<p><b>Summer 1 – Relationships</b>  <b>April/May (5 weeks)</b>  Difference between secrets and surprises/ physical contact/ sharing opinions/listening, playing and working cooperatively/ Internet Safety.</p>	<p><b>How to recognise risky or negative relationships, including all forms of bullying and abuse –</b> to know the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises.  -to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them.)  <b>How to respect equality and diversity in relationships.</b>  -to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.  -to listen to other people and play and work cooperatively (Including strategies to resolve simple arguments through negotiation.)  Internet Safety - May</p>	
<p><b>Summer 2- Health and Well-being</b>  <b>June/July (5 weeks)</b>  Change/ moving classes/ growing/ water safety.</p>	<p><b>About managing change –</b> to know about change and the associated feelings (including moving to the middle school.)  -to know about the process of growing from young to old and how people’s needs change.  -to know about growing and changing and new opportunities and responsibilities that increasing independence may bring.  Water Safety – June</p>	

<b>Floating Learning Objectives (to be included in Life Skills lessons if/when appropriate/</b>	
<b>Health and Well-Being</b>	<ul style="list-style-type: none"> <li>*that household products, including medicines, can be harmful if not used properly.</li> <li>*to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell.'</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>*to recognise what is fair and unfair, kind and unkind, what is right and wrong.</li> <li>*to identify and respect the differences and similarities between people.</li> <li>*to identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</li> <li>*that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</li> </ul>

**SCHEME OF WORK**      *Year 3 – The Life Skills Department*

Term	Learning Objectives	Resources Available
<p style="text-align: center;"><b>Autumn 1- Health and Well-Being Sept/Oct (7 weeks)</b></p> <p style="color: red;">Healthy lifestyle/ choices/bacteria and viruses/shared goals/fire safety.</p>	<p><b>How to make informed choices about health and wellbeing and to recognise sources of help with this</b></p> <ul style="list-style-type: none"> <li>-how to make informed choices (including recognising that choices can have positive, neutral and negative consequences), and to begin to understand the concept of a ‘balanced lifestyle.’</li> <li>-to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</li> </ul> <p><b>How to manage risks to physical and emotional health and wellbeing-</b></p> <ul style="list-style-type: none"> <li>-to know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> </ul> <p><b>About respect for self and others and the importance of responsible behaviours and actions</b></p> <ul style="list-style-type: none"> <li>-to recognise and share something special about themselves.</li> <li>-to work collaboratively towards shared goals, making a class charter.</li> </ul> <p>Internet Safety -September Fire Safety - October</p>	
<p style="text-align: center;"><b>Autumn 2 –Relationships Nov/Dec (7 weeks)</b></p> <p style="color: red;">Feelings/recognising an unhealthy relationship/ physical contact/ secrets/ recognising and responding to bullying/ anti-bullying week.</p>	<p><b>Feelings</b></p> <ul style="list-style-type: none"> <li>-to deepen their understanding of good and not so good feelings and to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> </ul> <p><b>How to recognise risky or negative relationships, including all forms of bullying and abuse.</b></p> <ul style="list-style-type: none"> <li>-to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>-to judge what kind of physical contact is acceptable and unacceptable and how to respond.</li> <li>-the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.</li> <li>-to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, how to respond and ask for help.</li> </ul> <p>Anti-bullying Week – November</p>	

<p><b>Spring 1 – Living in the Wider world – Economic wellbeing and being a responsible citizen.</b>  <b>Jan/Feb (5/6 weeks)</b>  Human rights/responsibilities/ communities/ achievements, strengths and goals/ internet safety</p>	<p><b>About rights and responsibilities as members of families, other groups and ultimately as citizens</b>  -to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.  -to know something about everyone in my class and to make everyone feel welcome.  -to know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.  -to know what being part of a community means, and about the varied institutions that support communities locally and nationally.  <b>How to maintain physical, mental and emotional health and wellbeing.</b>  -to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.  Internet Safety - January</p>	
<p><b>Spring 2- Health and Well-Being</b>  <b>Feb/April (5/6 weeks)</b>  Risk/health and safety/ first aid/ internet safety/stranger danger/road safety.</p>	<p><b>How to manage risks to physical and emotional health and wellbeing</b>  -to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.  -to follow school rules about health and safety, basic emergency aid procedures, where and how to get help.  -Internet Safety – to know the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.  -to recognise who are safe people to speak to and what to do if a stranger approaches us.  Road Safety – March</p>	

<p><b>Summer 1 – Relationships</b>  <b>April/May (5 weeks)</b>  Relationships/resolving disputes/internet safety.</p>	<p><b>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts-</b>to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.  -to be aware of different types of relationships, including those between acquaintances, friends, relatives and families.  -to know about different types of families.  -to know that their actions affect themselves and others.  <b>How to recognise and manage emotions within a range of relationships-</b> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.  -to give rich and constructive feedback and support to benefit others as well as themselves.  Internet Safety - May</p>	
<p><b>Summer 2- Living in the Wider world – Economic wellbeing and being a responsible citizen.</b>  <b>June/July (5 weeks)</b>  Change/differences/equality/money/water safety.</p>	<p><b>About managing change</b> – to learn about change, including transitions (to Middle School), loss, separation, divorce and bereavement.  <b>To respect equality and to be a productive member of a diverse community-</b>To know that everyone is different and that this is something positive.  -to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.  <b>About different groups and communities-</b>to appreciate the range of national, regional, religious, and ethnic identities in the United Kingdom.  -to think about the lives of people living in other places and people with different values and customs.  <b>How money plays an important part in people’s lives-</b>to know about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer.  Water Safety – June</p>	
<b>Floating Learning Objectives (to be included in Life Skills lessons if/when appropriate/</b>		
<p><b>Relationships</b>   <b>Living in the wider world-Economic wellbeing and being a responsible citizen.</b></p>	<p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other peoples’ feelings and try to see, respect and if necessary constructively challenge their points of view.  To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p>	

**SCHEME OF WORK**    *Year 4 – The Life Skills Department*

Term	Learning Objectives	Resources Available
<p><b>Autumn 1 – Relationships (x2); Health and Well Being</b>  <i>Class Rules/Sportsmanship (CM)/ Unsafe Places</i></p>	<p><b>To become aware of the dangers that can arise in any place where people do not take care and to take appropriate responsibility for their own and others' safety</b></p> <ul style="list-style-type: none"> <li>- to recognise the different risks in different situations and decide how to behave responsibly</li> <li>- school rules about health and safety, basic emergency first aid procedures and where to get help</li> <li>- the knowledge skills and understanding through opportunities to take responsibility and to make real choices and decisions</li> </ul>	<p>Citizenship and Personal, Social and Health Education Book 3 Teacher's Guide page 24 and Pupil Book pp 30-31</p>
<p><b>Autumn 2 – Relationships (x2); Health and Well being</b>  <i>Prejudice/Bullying/Learning from mistakes</i></p>	<p><b>To recognise that attitudes may be based on ignorance; that stereotypes lead to prejudice and unfairness; that people have similarities as well as differences and to develop an awareness of prejudices within society</b></p> <ul style="list-style-type: none"> <li>- to talk and write about their opinions, and explain their views on issues that affect them and society</li> <li>- to research, discuss and debate topical issues, problems and events</li> <li>- to appreciate the range of national, regional religious and ethnic identities in the United Kingdom</li> <li>- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view</li> <li>- to think about the lives of people living in other places and times, and people with different values and customs</li> <li>- to realise the nature and consequence of racism, teasing, bullying and aggressive behaviour and how to respond to them and ask for help</li> <li>- to recognise and challenge stereotypes</li> <li>- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> <li>- to develop the knowledge, skills and understanding through opportunities to consider social and moral dilemmas they come across in life</li> </ul>	<p>Citizenship and Personal, Social and Health Education Book 3 Teacher's Guide page 29 and Pupil Book pp 40-41; photocopiable p. 54 as extension</p>

	<p><b>To develop sense of self-worth by recognising mistakes that have been made, to learn from them and to make amends for any damage done or hurt inflicted</b></p> <ul style="list-style-type: none"> <li>- to recognise their worth as individual by seeing their mistakes and making amends</li> <li>- to develop knowledge, skills and understanding through opportunities to take responsibility and to feel positive about themselves</li> </ul>	<p>Citizenship and Personal, Social and Health Education Book 3 Teacher's Guide page 8 and Pupil Book pp 6-7</p>
<p><b>Spring 1 – Health and Well being; Living in the Wider World</b>  <i>Resolutions/UNICEF Day for Change/Local Democracy</i></p>	<p><b>To develop sense of self-awareness by setting and achieving realistic and worthwhile goals; to develop awareness of the control that is possible over personal development and to take an active part in learning</b></p> <ul style="list-style-type: none"> <li>- to recognise their personal worth as individuals by setting personal goals</li> <li>- to develop knowledge, skills and understanding through opportunities to take responsibility, to feel positive about themselves and to make real choices and decisions</li> </ul> <p><b>To explore the meaning of ‘democracy’; to identify the qualities and skills required by someone acting as a representative of others and to consider ways in which the democratic process can be established – in school, the local community and nationally</b></p> <ul style="list-style-type: none"> <li>- to recognise their worth and individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</li> <li>- to face new challenges positively by collecting information, looking for help, making responsible choices and taking action</li> <li>- about the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future</li> <li>- that there are different kinds of responsibilities, rights and duties of home, at school and in the community and that these can sometimes conflict with each other</li> <li>- what democracy is and about the basic institutions that support it locally and nationally</li> <li>- develop the knowledge, skills and understanding through opportunities to take responsibility, feel positive about themselves, participate, meet and talk with people and to find information and advice</li> </ul>	<p>Citizenship and Personal, Social and Health Education Book 3 Teacher's Guide page 7 and Pupil Book pp 4-5; photocopyable activity p.35</p> <p>Citizenship and Personal, Social and Health Education Book 3 Teacher's Guide page 18-19 and Pupil Book pp 22-23</p>

<p><b>Spring 2 – Health and Well being; Relationships; Health and Wellbeing</b>  <b>Playing Safe/Teasing and Offensive Behaviour/A to Z of feelings</b></p>	<p><b>To become aware of the dangers that can arise when their parents or carers do not know their whereabouts; to encourage taking appropriate responsibility for their own safety and that of others</b></p> <ul style="list-style-type: none"> <li>- to recognise the different risks in different situations and how to behave responsibly</li> <li>- that pressure to behave in a risky way can come from a variety of sources</li> <li>- that their actions affect themselves and others</li> <li>- to develop knowledge, skills and understanding through opportunities to take responsibility, to make real choices and decisions and to consider social and moral dilemmas that they come across in life</li> </ul> <p><b>To recognise that teasing can be hurtful; that some people join in when they know the activity is unkind; to explore the reasons for teasing and offensive behaviour and to explore strategies for countering them; to appreciate that views differ on what is offensive</b></p> <ul style="list-style-type: none"> <li>- to talk and write about their opinions and explain their views on issues that affect them and society</li> <li>- to research, discuss and debate topical issues, problems and events</li> <li>- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and hw to ask for help and use basic techniques for resisting pressure to do wrong</li> <li>- that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view</li> <li>- to realise the nature and consequences of racism, bullying and aggressive behaviour and how to respond to them and ask for help</li> </ul> <p><b>To prepare for later learning about changes in emotions during puberty; to develop their awareness of the feeling they experience, help them to describe those feelings and explore their causes</b></p> <ul style="list-style-type: none"> <li>- to recognise, as they approach puberty, how people’s emotions change and how to deal with feelings towards themselves, their families and others in a positive way</li> <li>- that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view</li> <li>- to develop the knowledge, skills and understanding through opportunities to prepare for change</li> </ul>	<p>Citizenship and Personal, Social and Health Education Book 3 Teacher’s Guide page 25 and Pupil Book pp 32-33, photocopiable activities pp 48 and 49</p> <p>Citizenship and Personal, Social and Health Education Book 3 Teacher’s Guide page 30 and Pupil Book pp 42-43, photocopiable activity 55</p> <p>Citizenship and Personal, Social and Health Education Book 3 Teacher’s Guide page 9 and Pupil Book pp 8-9, photocopiable activities 36-37</p>
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<p><b>Summer 1 – Relationships; Health and Well being; Living in the Wider World</b></p> <p>Liking and Loving/Emergency/Services</p>	<p><b>To show that love has different meanings; to consider how people show love for each other; to recognise the difference between liking and loving; to appreciate that we can love people when we are no longer with them</b></p> <ul style="list-style-type: none"> <li>- to recognise, as they approach puberty, how people’s emotions change and how to deal with feelings towards themselves, their families and others in a positive way</li> <li>- to be aware of different types of relationship, including marriage and those between friends and families and to develop the skills to be effective in relationships</li> <li>- where individuals, families and groups can get help and support</li> </ul> <p><b>To develop understanding of the procedures and equipment that help to prevent and decrease the risks to health and safety; to develop the ability to cope with emergencies; to know what to do and from where they should get help. To practice these actions so that they will be able to carry them out under pressure</b></p> <ul style="list-style-type: none"> <li>- why different rules are needed in different situations</li> <li>- school rules about health and safety, basic emergency aid procedures and where to get help</li> <li>- to develop the knowledge, skills and understanding through opportunities to take responsibility and to find information and advice</li> </ul> <p><b>To develop awareness of what public services are and which are provided within the local community; to consider the services needed by everyone and those needed by particular groups; to begin to explore how public services are financed</b></p> <ul style="list-style-type: none"> <li>- about the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future</li> <li>- to research, discuss and debate topical issues, problems and events</li> <li>- to recognise the role of voluntary, community and pressure groups</li> <li>- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>- to think about the lives of people living on other places and times and people with different values and customs</li> <li>- to develop knowledge, skills and understanding through opportunities to meet and talk with people and find information and advice</li> </ul>	<p>Citizenship and Personal, Social and Health Education Book 3 Teacher’s Guide page 28 and Pupil Book pp 38-39</p> <p>Citizenship and Personal, Social and Health Education Book 3 Teacher’s Guide page 27 and Pupil Book pp 36-37, photocopiable activity 53</p> <p>Citizenship and Personal, Social and Health Education Book 3 Teacher’s Guide page 17 and Pupil Book pp 20-21</p>
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<p><b>Summer 2 – Living in the Wider World; Health and Well being</b>  <b>Debating Environmental Issues/Review</b></p>	<p><b>To encourage the finding of information, presentation of views and debate of environmental issues; to consider the effects of economic, political and environmental choices on individuals, communities and the environment; to develop personal and collective responsibility for the local and global environment</b></p> <ul style="list-style-type: none"> <li>- to talk and write about their opinions and explain their views on issues that affect themselves and society</li> <li>- to research, discuss and debate topical issues, problems and events</li> <li>- that there are different kinds of responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with each other</li> <li>- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>- to explore how the media present information</li> <li>- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>- to think about the lives of people living in other places and times and people with different values and customs</li> <li>- to develop knowledge, skills and understanding through opportunities to take responsibility, feel positive about themselves, make real choices and decisions, consider social and moral dilemmas they come across in life and find information and advice</li> </ul> <p><b>To review the year and to prepare a leaflet for year 3 boys about what to expect in year 4</b></p>	<p>Citizenship and Personal, Social and Health Education Book 3 Teacher's Guide page 20-21 and Pupil Book pp 24-25, photocopiable activity 42</p>
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**SCHEME OF WORK**    *Year 5 – The Life Skills Department*

Term	Learning Objectives	Resources Available
<p><b>Autumn 1 – Living in the Wider World; Relationships; Living in the Wider World</b>  <i>Interpreting right and wrong/Coping with pressure/Points of view</i></p>	<p><b>To consider the range of factors affecting moral judgements about whether something is believed to be ‘right’ or ‘wrong’; to develop the skills required in justifying an opinion or judgement; to examine the ways in which the media present information; to encourage pupils to use the skills of critical analysis</b></p> <ul style="list-style-type: none"> <li>- to talk and write about their opinions and explain their views on issues that affect themselves and society</li> <li>- to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences</li> <li>- to explore how the media present information</li> <li>- to develop knowledge, skills and understanding through opportunities to meet and talk with people and to consider social and moral dilemmas they come across in life</li> </ul> <p><b>To develop the ability to recognise when someone is putting pressure on them to take actions that are risky; to develop awareness of the ways in which feelings can affect the decisions they make; to develop strategies to cope with pressure from different sources</b></p> <ul style="list-style-type: none"> <li>- to recognise the different risks in different situations and decide how to behave responsibly</li> <li>- that pressure to behave in a risky way can come from a variety of sources including people they know, how to ask for help and use basic techniques for resisting pressure to do wrong</li> <li>- to develop the knowledge, skills and understanding through opportunities to take responsibility and make real choices and decisions</li> </ul> <p><b>To develop pupils’ ability to present their points of view in a way that will encourage others to take an interest; to encourage them to listen to the points of view of others and to develop their ability to appreciate points of view that are different from their own</b></p> <ul style="list-style-type: none"> <li>- to talk and write about their opinions and explain their views on issues that affect themselves and society</li> <li>- to explore how the media present information</li> <li>- that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view</li> <li>- to develop knowledge, skills and understanding through opportunities to feel positive about themselves</li> </ul>	<p>Citizenship and Personal, Social and Health Education Book 4            Teacher’s Guide page 13-14 and Pupil Book pp 12-13, photocopiable activity 35</p> <p>Citizenship and Personal, Social and Health Education Book 4            Teacher’s Guide page 26 and Pupil Book pp 32-33  <i>Potential to involve Community Police Officer to talk about making safe choices</i></p> <p>Citizenship and Personal, Social and Health Education Book 4            Teacher’s Guide page 11 and Pupil Book pp 8-9</p>



<p><b>Spring 1 – Living in the Wider World (X3)</b>  All in a day’s work/UNICEF Day for Change/Antisocial behaviour</p>	<p><b>To develop pupils’ awareness of the skills that people use in their work; to develop their ability to identify those skills that the pupils have already achieved and that will enable them to do useful work; to encourage pupils to take responsibility for their own learning</b></p> <ul style="list-style-type: none"> <li>- to recognise their worth as individuals by setting personal goals</li> <li>- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</li> <li>- to develop knowledge, skills and understanding through opportunities to take responsibility; to feel positive about themselves and to meet and talk with people</li> </ul> <p><b>To recognise the nature of antisocial behaviour; to recognise different viewpoints; to explore emotions involved in group and peer pressure; to identify strategies for coping with negative peer influence; to examine the media presentation of events</b></p> <ul style="list-style-type: none"> <li>- to talk and write about their opinions and explain their views on issues that affect themselves and society</li> <li>- to research, discuss and debate topical issues, problems and events</li> <li>- to realise the consequences of antisocial and aggressive behaviour, such as bullying and racism, on individuals and communities</li> <li>- that there are different kinds of responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with each other</li> <li>- to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences</li> <li>- to explore how the media present information</li> <li>- that pressure to behave in an unacceptable or risky way can come from a variety of sources</li> <li>- that their actions can affect themselves and others, to care about other people’s feelings and to try to see things from their points of view</li> <li>- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviour and how to respond to them and ask for help</li> <li>- to develop knowledge, skills and understanding through opportunities to consider social and moral dilemmas they come across in life</li> </ul>	<p>Citizenship and Personal, Social and Health Education Book 4  Teacher’s Guide page 10 and Pupil Book pp 6-7, photocopiable activity 34</p> <p>Citizenship and Personal, Social and Health Education Book 4  Teacher’s Guide page 18 and Pupil Book pp 18-19, photocopiable activity 38</p>
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<p>Spring 2 – Health and Well being; Relationships;  Living in the Wider World  Drugs/Resolving differences/Money Matters</p>	<p><b>To develop the pupils’ confidence in making their own well-informed choices; to develop their understanding that drugs are substances that affect people’s minds or bodies; to develop their awareness that some of the drugs that are used as medicines but which are only legally available on prescription, to be collected by an adult</b></p> <ul style="list-style-type: none"> <li>- what makes a healthy lifestyle</li> <li>- which commonly available substances and drugs are legal and illegal, their effects and risks</li> <li>- to recognise the different risks in different situations and then decide how to behave responsibly</li> <li>- that pressure to behave in a risky way can come from a variety of sources, how to ask for help and use basic techniques for resisting pressure to do wrong</li> <li>- to develop knowledge, skills and understanding through opportunities to make real choices and decisions</li> </ul> <p><b>To explore ways of settling arguments; to develop an understanding of compromise, negotiation and mediation; to recognise how mediation is used to maintain or restore peace in international as well as domestic contexts</b></p> <ul style="list-style-type: none"> <li>- to realise the consequences of antisocial and aggressive behaviour, such as bullying and racism, on individuals and communities</li> <li>- to resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>- that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view</li> <li>- to recognise the nature and consequences of racism, teasing, bullying and aggressive behaviour and how to respond to them and ask for help</li> <li>- to develop knowledge, skills and understanding through opportunities to take responsibility</li> </ul> <p><b>To develop the pupils’ understanding of the cost of things they want and of how they might be able to afford them including saving; to help pupils plan realistically how they can use any money they have</b></p> <ul style="list-style-type: none"> <li>- to look after their money and realise that future wants and needs may be met through saving</li> <li>- to develop knowledge, skills and understanding through opportunities to take responsibility, make real choices and decisions and find information and advice</li> </ul>	<p>Citizenship and Personal, Social and Health Education Book 4  Teacher’s Guide page 28 and Pupil Book pp 36-37, photocopiable activity 47-50</p> <p>Citizenship and Personal, Social and Health Education Book 4  Teacher’s Guide page 31 and Pupil Book pp 42-43</p> <p>Citizenship and Personal, Social and Health Education Book 4  Teacher’s Guide page 12 and Pupil Book pp 10-11</p>
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<p>Summer 1 – Living in the Wider World; Health and Well being; Relationships</p> <p>Making Rules and Laws/A healthy mind/Celebrating variety</p>	<p><b>To consider the differences between ‘unconventional’ and ‘illegal’, ‘conforming’ and being ‘different’; to develop understanding about why rules and laws are needed; to relate personal judgements about ‘right’ and ‘wrong’, responsible and irresponsible behaviour, to the criminal justice system and what happens when a person ‘breaks the law’</b></p> <ul style="list-style-type: none"> <li>- to talk and write about their opinions and explain their views on issues that affect themselves and society</li> <li>- why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>- to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences</li> <li>- to develop knowledge, skills and understanding through opportunities to meet and talk with people and to consider social and moral dilemmas they come across in life</li> </ul> <p><b>To develop the pupils’ understanding of the options that contribute to a healthy lifestyle, with particular reference to mental health; to help develop their self-confidence to make choices that can affect their own health; to develop their understanding that good health includes mental as well as physical health</b></p> <ul style="list-style-type: none"> <li>- what makes a healthy lifestyle, including what affects mental health and how to make informed choices</li> <li>- to develop knowledge, skills and understanding through opportunities to make real choices and decisions and to find information and advice</li> </ul> <p><b>To recognise that diversity is a valuable element in society; to appreciate that stereotyping by religion, race, age, gender or disability happens easily and must be avoided; to recognise that people have many fundamental similarities; to accept that everyone is entitled to respect</b></p> <ul style="list-style-type: none"> <li>- that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view</li> <li>- to think about the lives of people living in other places and times and people with different values and customs</li> <li>- to recognise and challenge stereotypes</li> <li>- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> <li>- to develop knowledge, skills and understanding through opportunities to meet and talk with people and to consider social and moral dilemmas they meet in</li> </ul>	<p>Citizenship and Personal, Social and Health Education Book 4 Teacher’s Guide page 15 and Pupil Book pp 14-15, photocopiable activity 36</p> <p>Citizenship and Personal, Social and Health Education Book 4 Teacher’s Guide page 27 and Pupil Book pp 34-35, photocopiable activity 46</p> <p>Citizenship and Personal, Social and Health Education Book 4 Teacher’s Guide page 33 and Pupil Book pp 46-47, photocopiable activity 52</p>
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<b>Summer 2 – Health and Well being; Relationships</b> Reflection and Moving on (Year 6 to describe and prepare for life in the Senior School)	<b>To identify anxieties about the transfer to a new part of the school; to recognise the value of friendship;</b> <ul style="list-style-type: none"> <li>- that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view</li> <li>- to develop knowledge, skills and understanding through opportunities to feel positive about themselves and to prepare for change</li> </ul>	Citizenship and Personal, Social and Health Education Book 4 Teacher’s Guide page 30(?) and Pupil Book pp 40-41, photocopiable activity 51

**SCHEME OF WORK**    *Year 6 – The Life Skills Department*

Term	Learning Objectives	Resources Available
<p><b>Autumn 1 – Health and Well being, Living in the Wider World</b>  Anxieties and worries/Beliefs, Customs and festivals/Managing time</p>	<p>To understand feelings of anxiety about school and to explore ways of dealing with such feelings</p> <p>To understand that Britain is a diverse society and that it is important to respect the wide variety of beliefs and customs which are part of life in Britain; to understand how food customs can be based on religious beliefs and to research festivals based on religious beliefs</p> <p>To encourage pupils to assess their management of their time and to help them to understand the importance of planning and organisation in their personal lives; to explore homework habits and to discuss problems with homework and how best to handle them</p>	<p>Your Life 1: Unit 1  Teacher Resources 1 pp. 1 – 4; Book 1 pages 6 – 9</p> <p>Your Life 1: Unit 3  Teacher Resources 1 pp. 9 - 12; Book 1 pages 14 – 17</p> <p>Your Life 1: Unit 4  Teacher Resources 1 pp. 13 - 16; Book 1 pages 18 – 21; Copymaster 4</p>
<p><b>Autumn 2 – Living in the Wider World, Health and Well being, Living in the Wider World</b>  Values: right and wrong/Smoking/Being a good neighbour</p>	<p>Pupils’ own sense of values and responsibilities towards others by sharing their views on right and wrong behaviour and on the seriousness of various forms of antisocial behaviour; to examine the moral issues of whether it is right or wrong to tell on someone and to discuss a number of situations involving a moral judgement; to understand what manners are and how, in a diverse society, people from different cultures have different customs which it is important to respect</p> <p>To understand how smoking affects the health and appearance of people and what the risks and cost of smoking are; to consider the reasons why people smoke, to examine the issue of passive smoking and to discuss the laws about tobacco <b>(NB: This unit pre-dates the legislation banning smoking in enclosed public places and the development of ‘vaping’. It would be appropriate to update it accordingly)</b></p> <p>To explore what being a good neighbour involves and to examine the problem of vandalism; to discuss how the neighbourhood might be improved and to explore how to take community action to improve it</p>	<p>Your Life 1: Unit 5  Teacher Resources 1 pp. 17 – 21; Book 1 pages 22 - 27; Copymaster 5, 5A</p> <p>Your Life 1: Unit 7  Teacher Resources 1 pp. 25-27; Book 1 pages 32 - 35; Copymaster 7</p> <p>Your Life 1: Unit 14  Teacher Resources 1 pp. 54-58; Book 1 pages 64-67; Copymaster 14, 14A</p>

<p><b>Spring 1 – Relationships, Living in the Wider World, Health and Well being</b>  <b>Children’s rights/You as a consumer/Eating and Exercise (MC)</b></p>	<p>To explain what children’s rights are at home and what parents’ responsibilities are; to examine the law regarding the ages at which children are allowed to do things and the law concerning children being taken into care; to explore what rights children have, to explain the laws concerning child employment in the UK and to examine child labour in the developed world (<b>This unit links naturally with the UNICEF Day for Change and could be built around that, or vice versa</b>) To explore the responsibilities that goes with ones’ rights.</p> <p>To understand what it means to be a consumer and to explore factors that influence people when they are buying goods; to understand the rights and responsibilities that consumers have</p> <p>To understand what a healthy diet is and why it is important to eat a balanced diet; to understand the importance of exercise to a healthy lifestyles and of developing a healthy attitude to your body shape (<b>The catering manager should be involved in the delivery of the first part of this unit</b>)</p>	<p>Your Life 1: Unit 8  Teacher Resources 1 pp. 28-33; Book 1 pages 36-41; Copymaster 8, 8A</p> <p>Your Life 1: Unit 15  Teacher Resources 1 pp. 59-62; Book 1 pages 68-71; Copymaster 15</p> <p>Your Life 1: Unit 17  Teacher Resources 1 pp. 71-73; Book 1 pages 78-81; Copymaster 17</p>
<p><b>Spring 2 – Relationships, Living in the Wider World</b>  <b>How to express your ideas/Attitudes to work</b></p>	<p>To develop the communication skills that will enable pupils to express their opinions effectively in exploratory group discussions; to develop their ability to prepare a speech, expressing and justifying an opinion; to understand how to deliver a speech effectively; to develop their ability to express and justify their opinions in writing</p> <p>To share views on what work is and to discuss the different reasons why people work; to understand that work has both advantages and disadvantages and to explore pupils’ views on what they want from work</p>	<p>Your Life 1: Unit 16  Teacher Resources 1 pp. 63-70; Book 1 pages 72-77; Copymaster 16, 16A</p> <p>Your Life 1: Unit 19  Teacher Resources 1 pp. 82-84; Book 1 pages 92-94; Copymaster 19</p>

<p><b>Summer 1 – Living in the Wider World, Health and Well being, Living in the Wider World</b>  <b>Britain’s Government/People with disabilities (visiting speaker)/Resources waste and recycling</b></p>	<p><b>To understand why we have laws, that different countries have different laws and the distinction between criminal law and civil law; to understand what Parliament is and what it does; to understand what the government and the opposition are and how the government is financed; to understand the electoral system and to compare different voting systems.</b></p> <p><b>To understand what is meant by disability, to explain how people become disabled and to explore what it is like to have a disability; to understand the needs of people with disabilities and to challenge the stereotyped view of people with disabilities (A visiting speaker can be used with this unit)</b></p> <p><b>To understand why reducing waste is a global issue and to discuss the benefits of recycling; to carry out and audit of how the school manages waste and conserves energy and to explore ways of increasing the amount it recycles</b></p>	<p>Your Life 1: Unit 18  Teacher Resources 1 pp. 75-81; Book 1 pages 82-89; Copymaster 18, 18A</p> <p>Your Life 1: Unit 21  Teacher Resources 1 pp. 89-92; Book 1 pages 98-101; Copymaster 21</p> <p>Your Life 1: Unit 22  Teacher Resources 1 pp. 93-97; Book 1 pages 102-105; Copymaster 22, 22A</p>
<p><b>Summer 2 – Living in the Wider World</b>  <b>Reflection and review</b></p>	<p><b>To review progress and achievements and set targets for the future; to prepare and deliver a presentation to Year 5 of what to expect in Year 6</b></p>	<p>Your Life 1: Unit 23  Teacher Resources 1 pp. 98-100; Book 1 pages 106-107; Copymaster 23</p>

**SCHEME OF WORK**    *Year 7 – The Life Skills Department*

Term	Learning Objectives	Resources Available
<p style="text-align: center;"><b>Autumn 1 – Health and Well being (X2)</b>                      Internet Safety and ICT/Growing and Changing/Self Esteem</p>	<p>To understand what puberty is, the physical changes that occur during puberty and what causes those changes; to understand the emotional changes that take place at puberty and how to manage these changes in a positive way <b>(NB: the physical aspects of this unit are covered in Science lessons; note that this unit comes from the <u>Year 6</u> book)</b></p> <p>To understand what self-esteem is, why it is important and how to build up self-esteem; to develop self-confidence by discussing what causes shyness and how to cope with it and how to deal with and learn from mistakes</p>	<p><b>Your Life 1: Unit 2</b>                      Teacher Resources 1 pp. 5-8; Book 1 pages 10-13; Copymaster 2</p> <p>Your Life 2: Unit 1                      Teacher Resources 2 pp. 1-4; Book 2 pages 6-9; Copymaster 1</p>
<p style="text-align: center;"><b>Autumn 2 – Living in the Wider World, Health and Well being, Living in the Wider World</b>                      Other Cultures and lifestyles/At Home and in The Street/The Police</p>	<p>To understand that the United Kingdom is a diverse society and to explore what ethnic stereotyping is and how it creates a false image of people; to investigate images and stereotypes of ethnic groups in the media</p> <p>To understand how to give basic first aid for cuts, fractures, burns and scalds; to understand what child abuse is and what victims of child abuse should do; to explore how to stay safe when out an about in the street and in other public places; to provide information on road safety; to understand how to cycle safely, how to make emergency telephone call and how to give emergency first aid</p> <p>To explore the nature of friendship, what makes a good friend and how to make and keep friends; to explore how friends may influence you, how groups behave and how to resist peer pressure</p> <p>To discuss the power and influence of advertising and to understand the rules for advertisements which target children; to examine TV advertising, how TV and radio adverts are made and how advertisers use sponsorship and celebrity endorsement <b>(Check that the unit still represents current legislation and</b></p>	<p>Your Life 2: Unit 3                      Teacher Resources 2 pp. 8-10; Book 2 pages 14-17; Copymaster 3</p> <p>Your Life 2: Unit 7                      Teacher Resources 2 pp. 21-25; Book 2 pages 30-37; Copymaster 7</p> <p>Your Life 2: Unit 8                      Teacher Resources 2 pp. 26-29; Book 2 pages 38-41; Copymaster 8, 8A</p>

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<p><b>Spring 1 – Relationships, Living in the Wider World</b>  Internet Safety and ICT/Friends and Friendships/ The Power of Advertising</p>	<p>To understand what powers the Police have to stop and search and to question people and to explain the system of reprimands, warnings and prosecutions; to explore the role of the Police in maintaining public order and to discuss attitudes towards the Police <b>(It is hoped that the local beat Police Officer can come and speak to the pupils. Make sure that Police powers, etc. are updated in the light of recent legislation)</b></p>	<p>Your Life 2: Unit 9  Teacher Resources 2 pp. 30-33; Book 2 pages 42-45; Copymaster 9</p> <p>Your Life 2: Unit 10  Teacher Resources 2 pp. 34-37; Book 2 pages 46-49; Copymaster 10, 10A</p>
<p><b>Spring 2 – Living in the Wider World</b>  Employment and Unemployment/Drinking and alcohol</p>	<p>To understand how employment and unemployment affect the local community and the differences between jobs in the primary, secondary and tertiary sectors of industry (links with Geography); to understand that you are likely to have several different types of jobs during your working life and the importance of developing transferable skills</p> <p>To understand the effects of drinking alcohol and to explore teenage drinking and the laws about young people and alcohol; to explore the problems alcohol can cause teenagers who drink too much and to discuss how to cope with an adult in the family who has a drink problem</p>	<p>Your Life 2: Unit 12  Teacher Resources 2 pp. 42-44; Book 2 pages 54-57; Copymaster 12</p> <p>Your Life 2: Unit 13  Teacher Resources 2 pp. 45-48; Book 2 pages 58-61; Copymaster 13</p>
<p><b>Summer 1 – Living in the Wider World (X2),</b>  Internet Safety and ICT/The school as a community/Taking action on the local environment</p>	<p>To understand that the school is a community of different groups and to consider how proposals for a six-term year would affect the various members of the school community; to develop skills in participation and responsible action by holding a mock election to year 7 council and by discussing proposals for changes to the school’s dress code; to organise and plan a budget for a social event</p> <p>To understand the condition of the school environment and to develop plans for improving it; to understand what Local Agenda 21 is and what sustainable development is, to investigate how the local environment might be improved and to participate in a project to help the local community</p>	<p>Your Life 2: Unit 14  Teacher Resources 2 pp. 49-53; Book 2 pages 62-67; Copymaster 14, 14A</p> <p>Your Life 2: Unit 19  Teacher Resources 2 pp. 73-76; Book 2 pages 90-93; Copymaster 19, 19A</p>
<p><b>Summer 2 – Living in the Wider World, Health and Well being</b></p>	<p>To explore concerns about how our foods are produced and to debate the arguments for and against genetically modified foods; to examine the causes</p>	<p>Your Life 2: Unit 21  Teacher Resources 2 pp.</p>

<p>Food and Water/Addiction/Reviewing progress</p>	<p>of food shortages and famine and to explore ways of solving the problem of world hunger; too understand that there is a shortage of water in many parts of the world and to explore how this affects people's lives</p> <p>To review progress and achievements in Year 7 and to draw up an action plan setting targets for Year 8</p>	<p>80-85; Book 2 pages 98-103; Copymaster 21, 21A</p> <p>Your Life 2: Unit 22 Teacher Resources 2 pp. 86-87; Book 2 pages 104-105; Copymaster 22</p>
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**SCHEME OF WORK**    *Year 8 – The Life Skills Department*

Term	Learning Objectives	Resources Available
<p><b>Autumn 1 – Health and Well being, Relationships</b>  <i>Internet Safety and ICT/Adolescence/Racism,                      Prejudice and discrimination</i></p>	<p><b>To develop a sense of identity by thinking about what sort of person you are, your values and ambitions and what image of yourself you want to give to others; to develop an understanding of emotions, exploring how to cope with mood swings and how to deal with anger and frustration</b></p> <p><b>To understand what racism is and to explore why some people are racist; to examine racial discrimination, exploring what it feels like to be a victim, how widespread it is and what is meant by institutional racism; to understand the law on racism and why it is important to take a stand against all forms of racism</b></p> <p><b>To understand how prices are set and what haggling and bartering are; to understand your rights as a consumer and to explore the things you need to consider when buying a mobile phone; to explore ways of becoming a green consumer</b></p>	<p>Your Life 3: Unit 1                      Teacher Resources 3 pp. 1-3; Book 3 pages 6-9;                      Copymaster 1</p> <p>Your Life 3: Unit 2                      Teacher Resources 3 pp. 4-8; Book 3 pages 10-15;                      Copymaster 2</p>
<p><b>Autumn 2 – Health and Well being(x2), Living in the Wider World</b>  <i>How to make decisions/Becoming an adult</i></p>	<p><b>To consider how good you are at making decisions, which people influence you and why; to explore ways of making decisions, to understand what peer pressure is and to discuss ways of dealing with it</b></p> <p><b>To explore the causes of tension between parents and teenagers and to discuss ways of dealing with these difficulties; to understand that in relationships a person has both rights and responsibilities and to explore examples of taking responsibility within the family</b></p> <p><b>To understand what bank accounts are and how to choose and open a bank account; to understand and compare different forms of saving (<b>this unit may need updating with relation to internet banking</b>)</b></p>	<p>Your Life 3: Unit 3                      Teacher Resources 3 pp. 9-11; Book 3 pages 16-19;                      Copymaster 3</p> <p>Your Life 3: Unit 4                      Teacher Resources 3 pp.12-15; Book 3 pages 20-23;                      Copymaster 4</p>

<p><b>Spring 1 – Living in the Wider World (X2)</b>  Internet Safety and ICT/ Human Rights issues/ Banking and ways of saving</p>	<p>To understand what basic human rights are and to illustrate how they are frequently violated; to explore issues connected with the right to freedom of thought and the right to freedom of expressions and to explain the work of Amnesty International; to explore women’s rights and equal opportunities issues in the UK and around the world; <b>to identify your rights, as well as responsibilities, as a child and citizen of Britain.</b></p>	<p>Your Life 3: Unit 5  Teacher Resources 3 pp. 16-20; Book 3 pages 24-29; Copymaster 5, 5A</p> <p>Your Life 3: Unit 6  Teacher Resources 3 pp. 21-23; Book 3 pages 30-33; Copymaster 6</p>
<p><b>Spring 2 – Living in the Wider World (X2)</b>  The Power of the press/ Local Government/ <b>The Role of the House of Lords (visiting speaker)</b></p>	<p>To examine the press in Britain, exploring the issues of press ownership, news management and what controls the content of newspapers; to explore how young people are presented by the press and to discuss teenage magazines</p> <p>To understand how local government is organized, how it is financed and the services which local authorities provide; to explain how local councils are elected, who local councillors are and what they do and to discuss the reasons why some areas have directly elected mayors and youth councils</p>	<p>Your Life 3: Unit 12  Teacher Resources 3 pp. 43-47; Book 3 pages 56-59; Copymaster 12, 12A</p> <p>Your Life 3: Unit 15  Teacher Resources 3 pp. 56-59; Book 3 pages 70-73; Copymaster 15, 15A</p>
<p><b>Summer 1 – Living in the Wider World (X3)</b>  Internet Safety and ICT/ Which political party do you support?/ Being a World citizen/ You as a consumer</p>	<p>To explain what political parties are, which political parties there are in the UK and what they stand for; to examine what influences whether or not people vote and what decides who they vote for <b>(the first part of this unit may need updating in relation to current political parties)</b></p> <p>To explore the causes and effects of globalisation and its implications for individual’s lives; to explore problems connected to the development and spread of the internet (includes Cyberbullying); to understand the causes and effects of global warming and the measures that can be taken to reduce it (links with Science and Geography); to explore the role of the United Nations in keeping peace and to examine the arms trade</p>	<p>Your Life 3: Unit 16  Teacher Resources 3 pp. 60-63; Book 3 pages 74-77; Copymaster 16, 16A</p> <p>Your Life 3: Unit 19  Teacher Resources 3 pp. 71-77; Book 3 pages 88-95; Copymaster 19, 19A</p> <p>Your Life 3: Unit 18  Teacher Resources 3 pp. 67-70; Book 3 pages 82-87; Copymaster 18</p>

<p><b>Summer 2 –Health and Well being (X2)</b>  <b>Drugs (external speaker)/First Aid training/Reflection and review including talk to year 4</b></p>	<p><b>To explore the factors which affect the risk involved in drugtaking and to explore the arguments for and against legalising drugs; to examine the problems drugs can cause, to explain how to help a friend with a drug problem and what to do in an emergence caused by drugtaking.</b></p>	<p>Your Life 3: Unit 8  Teacher Resources 3 pp. 27-30; Book 3 pages 38-41; Copymaster 8; External speaker</p>
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#### Appendix 4, Life Skills taught in Year 5 by Paul Chapman

Year 5 Life skills outline programme. This is delivered as part of the Year 5 rotating Drama and Current Affairs carousel.

1. Why do boys argue?
2. Organisation – The Prep Diary
3. Organisation – The School Timetable
  
4. School Interviews
5. Non-verbal reasoning practice (i)
6. Non-verbal reasoning practice (ii)
  
7. Listening skills
8. Memory skills
9. Observational skills

Appendix 5, Thinking Skills in Years 7 and 8

YEAR 7	
<b>TERM 1</b>	<ul style="list-style-type: none"> <li>• What are Thinking Skills? What does Metacognition mean?</li> <li>• Every lesson should be a “Thinking Skills” lesson...!</li> <li>• Active thinking and learning <b>Dispositions</b> activity:               <ul style="list-style-type: none"> <li>(i) working in teams to match dispositions with their correct definitions</li> <li>(ii) working in pairs to identify dispositions upon which boys currently (unwittingly?) rely</li> <li>(iii) working in pairs to identify dispositions upon which boys currently do not rely</li> <li>(iv) whole class discussion on how to acquire/”learn” dispositions and why</li> <li>(v) individual writing task to reflect upon the difference learnt dispositions might make to boys’ achievements in lessons and with preps</li> </ul> </li> </ul>
<b>TERM 2</b>	<ul style="list-style-type: none"> <li>• <b>Learning Styles</b> – lack of empirical evidence to endorse the benefits, but worth discussing nevertheless!</li> <li>• Learning Styles Assessment:               <ul style="list-style-type: none"> <li>(i) boys complete the above and identify their (supposed) most dominant learning style</li> <li>(ii) whole class discussion of individual results to identify cohort predominance</li> <li>(iii) working in pairs to reflect upon the difference to boys’ progress that adopting a learning style that has hitherto been the least dominant will make</li> <li>(iv) whole class discussion on how to adopt a learning style</li> <li>(v) whole class discussion on where and when different learning styles can be used and why</li> </ul> </li> </ul>
<b>TERM 3</b>	<ul style="list-style-type: none"> <li>• <b>Goals</b> – anticipating the June exams/reflecting upon the June exams and thinking about Year 8</li> <li>• A walk into the future – what sorts of learners will boys be next year? In Year 9? Beyond?</li> <li>• Whole class discussion and written task on what sorts of (academic) goals might work best</li> <li>• Individual written task designed to set an academic goal for Year 8</li> <li>• Working in pairs to reflect upon, compare and discuss goals and how to go about achieving them</li> </ul>

YEAR 8	
<b>TERM 1</b>	<ul style="list-style-type: none"> <li>• Revision of what Thinking Skills are and what Metacognition means</li> <li>• Every lesson should be a “Thinking Skills” lesson...!</li> <li>• <b>Creative “versus” Critical Thinking</b> activity:               <ul style="list-style-type: none"> <li>(i) working in pairs to identify the essential elements of the above two types of thinking</li> <li>(ii) individual tasks to practise the application of creative and critical thinking</li> <li>(iii) whole class discussion on when to use creative and critical thinking in lessons and preps at The Hall in Year 8 (and then beyond) and why</li> </ul> </li> </ul>
<b>TERM 2</b>	<ul style="list-style-type: none"> <li>• <b>Exam Revision Techniques</b> – a selection of tangible strategies to use when revising for Year 8 exams:               <ul style="list-style-type: none"> <li>(i) an organised work space (and an organised mind!)</li> <li>(ii) building a revision timetable and using a revision log</li> <li>(iii) note taking</li> <li>(iv) flashcards (et al)</li> <li>(v) examination techniques and performance/”behaviour”</li> </ul> </li> </ul>
<b>TERM 3</b>	<ul style="list-style-type: none"> <li>• <b>Habits of Mind</b> – the 16 active learning dispositions as espoused by Costa and Kallick               <ul style="list-style-type: none"> <li>(i) whole class discussion on what the above constitutes and how it dovetails into all that has occurred in Thinking Skills lessons over the last two years</li> <li>(ii) working in pairs to identify Habits of Mind upon which boys currently (unwittingly?) rely</li> <li>(iii) working in pairs to identify Habits of Mind upon which boys currently do not rely</li> <li>(iv) individual self-assessment to establish the degree to which boys use a particular set of Habits of Mind; whole class discussion upon the benefits</li> <li>(v) creating a self-assessment tool for others to identify the degree to which they might be using a particular Habit of Mind (or not)</li> <li>(vi) whole class debate arguing the case for a particular Habit of Mind above another....</li> </ul> </li> </ul>