



THE HALL SCHOOL

LIFE SKILLS POLICY

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Policy ratified by: SLT

Date of publication: September 2020

Date of next review: September 2021

Reference to other School Policies. This policy should be read in conjunction with the School policies listed below

- The Hall Ethos and Aims and Values
- Safeguarding and Child Protection Policy
- Relationships and Sex Education Policies
- Anti-Bullying Policy
- Behaviour, Rewards and Sanctions Policy
- Online Safety Policy
- SMSC Policy
- The Prevent Duty at The Hall School Policy

Introduction and objectives

The Hall School aims to provide a caring and enlightened environment in which the talents of each individual flourish. We encourage boys to be creative, tolerant and to strive for academic, sporting and cultural excellence. Respect for tradition and openness to innovation are equally valued. In addition to the programme of lessons and assemblies, the well being of pupils is developed and protected through a number of venues including: safeguarding; the relationship with their teacher/tutor and Head of Year; access to the school counsellor, matron, the work of the site staff (in particular with regard to security, safety and cleanliness, the academic departments , the co-curricular programme and the House system.

Pupils and staff are also encouraged to develop their wider appreciation of an empathy towards the wellbeing of others through school-wide activities during national and international awareness weeks eg. Internet safety day; World Mental Health day; Anti- Bullying Week and Healthy Eating week. Ensuring an effective PSHEE and Citizenship Programme is in place promotes wellbeing, a healthy, fulfilled and responsible lifestyle, and strengthens emotional intelligence. Above all, it promotes informed and positive decision making, whilst encouraging respect for other people, as well as teaching pupils to celebrate difference, especially in respect to race, religion, sexual orientation, gender, special educational needs, disability and family dynamics.

At the Hall, we feel that the term **‘Life Skills’** better promotes and reflects the provision that the pupils here receive and the impact that it has.

We want boys to enjoy their time at The Hall, but also to be made aware of their social and moral responsibilities. Hall boys should feel safe whilst at school, being able to confidently handle the challenges of school life and enter into the next stage of their education with the knowledge and self-belief to fulfil their own potential and, in many cases, to become leaders in their chosen field. Equally, we hope to foster a life-long empathy for the needs and views of others by encouraging the exploration of, and exposure to other belief systems, issues of prejudice and tolerance, and seeking opportunities to explore spiritual and moral issues across the curriculum. We want to ensure that boys are aware of the dangers that other people pose, including the challenges of extremist views and ideologies. Life Skills/PSHEE is one of a number of vehicles used to increase the awareness amongst boys of the Safeguarding responsibilities of the School and for boys to develop a better understanding of their views and beliefs so that they can develop resilience against extremism and be confidently able to defend their point of view.

As well as the Life Skills/PSHEE programme, the School also recognises that the pastoral system and school values play a central role in supporting the development of many of the aims of the Life Skills/ PSHEE programme, which in turn reflect the Ethos and Aims of the School. The teaching of Life Skills is enhanced by a range of additional supporting structures and opportunities such as:

- A robust student voice agenda for school as well as House issues;
- Participation at all levels in sporting and creative competitions;
- Having a strong safeguarding culture at the School;
- Providing a caring and efficient medical service through matron;
- Promoting the role of the School Counsellor to the whole School community;
- Engaging boys with the principle of social responsibility and their contribution to the wider community via partnership schools, community days and other initiatives.

Strategies for the effective teaching of Life Skills/PSHEE and Citizenship

Objectives

- Personal, social, health and economic (PSHE) education is the school curriculum subject which develops the knowledge, skills and attributes all pupils need in order to keep healthy and safe and to prepare them for life and work. It includes three core strands: 'Health and Wellbeing'; 'Relationships'; and 'Living in the Wider World' (which concerns economic wellbeing and careers.).
- PSHE education provides a framework through which key knowledge, skill and attributes can be developed and applied to some of the most pressing issues young people face: from mental health to understanding the importance of staying safe online, healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate a potentially volatile labour market.
- Evidence shows that well-delivered PSHE programmes have an impact on both academic attainment and non-academic outcomes for pupils.
- In an increasingly competitive and stressful world subject to social tension and division, with a potentially unhealthy bias towards individualism and materialism, our mental, physical and spiritual health are being challenged. In response to this, we recognise the huge importance and need to educate and prepare our boys for these challenges at a more personal level.
- Life Skills/PSHEE provides a vital foundation for Hall boys in preparing them for adult life. It is important in combating potential social exclusion and disaffection and equips young people with the skills and attitudes needed to react positively to the pressures of modern life. We want our boys to lead confident, healthy and responsible lives as individuals and members of society.

At the Hall our objectives are:

- To provide an environment where pupils feel secure and confident; where they can voice opinions or concerns freely in the knowledge that they will be heard and supported.
- To help pupils to understand and manage their feelings and emotions.
- To help pupils to understand the cause and consequences of their actions so as to manage their behaviour.

- To promote consideration and kindness, tolerance and respect towards other, and to promote equality and inclusion.
- To encourage moral responsibility.
- To give pupils strategies to help them to cope with difficult feelings, including social pressures.
- To teach our pupils about the importance of personal safety and a healthy lifestyle and to help them to make choices about their lives.
- To prepare pupils for the physical and emotional changes of puberty.
- To give pupils an understanding of the necessity for rules and laws in a community or society and to give them some understanding of democracy and our parliamentary system.
- To give pupils a concern for their environment and an understanding of why we need to take care of it.
- To consider issues facing the school, local or global community and to take direct action to address them.
- To encourage pupils to apply the principles learned in Life Skills lessons to their lives both within and outside school.

Teaching Life Skills is important because:

- It gives our pupils the opportunity to develop personally and as part of society.
- It provides opportunities for pupils to explore and articulate their feelings in a calm and protected environment.
- It gives pupils the opportunity to listen to others' points of view and so develop tolerance and understanding.
- It helps pupils to build positive personal relationships with their peers.
- It gives pupils the opportunity to consider many issues, both in their own lives and in the world around them.
- It gives pupils confidence so that they know that they are not alone in the world and that other pupils share similar emotional experiences.
- It raises self-awareness and helps to foster self-esteem and resilience.
- It develops a moral compass in each pupil to help him make the right choices/ do the right thing.
- It helps to inform pupils so that they know how to stay safe online.

Curriculum

Life Skills/PSHEE is delivered over a broad range of activities and experiences at the School which emphasises the importance of praise and the language of choice and consequence. This is reflected in our whole school rewards and sanctions system and in our Kindness Tree in the Junior School which is celebrated weekly. Forms throughout the school have one Life Skills lesson every week. In Years 1 to 4, Life Skills are taught by the Form Tutor and in Year 5 to 8, Life Skills lessons are taught by Life Skills tutors.

The curriculum is taught following the PSHE Association's learning objectives, making use of their quality assured resources. All years receive internet safety lessons as part of the computing curriculum and celebrate Safer Internet Day each year.

All year groups celebrate Anti-Bullying Week which is promoted during assemblies as well as being used as the basis for Life Skills lessons.

The sex education and relationships programme is introduced in Years 5 and 6 in preparation for puberty. Year 5 focus on the changes of puberty and Year 6 on healthy relationships and reproduction (see SRE policy). Year 7 will explore the positive qualities that people might bring to relationships and the importance of stable long-term relationships for family life. In Year 8 there will be a focus on the understanding of issues surrounding body image and they will learn about contraception and consent.

Citizenship education is about helping young people understand the rights and responsibilities they have as members of society and has these key concepts:

- Democracy and justice;
- Rights and responsibilities;
- Identities and diversity.

Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society. It helps them to become informed, thoughtful and responsible citizens aware of duties and rights. It also promotes their spiritual, moral, social and cultural development, making them more self-confident, and encourages boys to play a helpful part in the life of their School, community and world.

At The Hall, we engage the philosophy of a whole School approach to Life Skills, PSHEE and Citizenship. The Hall School's Life Skills/PSHEE programme explicitly and implicitly teaches British Values. We respect individual's rights and the role of the state. Talks on Citizenship explain everyone's Rights and Responsibilities as a Citizen of the UK and the World. Lessons explain the role and supremacy of Parliament and mock elections or referenda are held when appropriate.

Life Skills/PSHEE includes everything we do to promote boys' good health and well-being, and as such, can be seen at work throughout the School:

- Schemes of work have been developed by the Life Skills Co-ordinators and in collaboration with the Deputy Head Pupil Welfare and Deputy Head of the Junior School. These may be found in the departmental handbook.
- The Life Skills co-ordinators are available to support Form Tutors in the planning and delivery of Life Skills lessons throughout the school.
- Lessons will vary but may include discussion, games, listening and responding to stories, responding to online resources, role play etc. With older pupils an 'open forum' approach may be used or pupils may be invited to work in small groups to create presentations.
- Written activities may be used to encourage pupils to reflect on their learning or their progress but may not be used in the majority of lessons.
- A record of lessons will be kept in evidence folder to promote reflection and retention of previous topics. This will be brief and may include photographs of activities, a written reflection or an annotated illustration. Written work will be marked when appropriate. It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates to the individual's identity- their personal qualities, attitudes, skills, attributes, achievements and influences.

- In Life Skills, The Hall has adopted the most meaningful mode of ipsative assessment where a pupil is compared against his previous results. A range of baseline assessment and end point activities will be used to assess progress, such as described in Appendix 1 of the PSHE Associations' Primary Tool kit and p.179 of The Secondary Toolkit.
- Teachers are continuously monitoring pupils' awareness and understanding of the issues/themes through discussion and observation.
- Visits and visiting speakers are arranged whenever possible, including representatives from charities, local community leaders and experts.

Monitoring

The Life Skills Co-ordinators and SLT undertake lesson observations and talk to pupils about the impact of the programme, their own wellbeing and that of others. An annual Wellbeing Survey is undertaken by the Mercers' Project of Years 5 and 6 and a Leavers' Survey at the end of Year 8.

Safeguarding

Due to the nature of discussion in Life Skills lessons, and the reflective content of written work, it is possible that a disclosure may be made during a lesson. In the event of a pupil making a disclosure, the member of staff should record what was said on CPOMS and speak with one of the Designated Safeguarding Leads: Adrienne Cooper (Deputy Head Pupil Welfare), Katie Bonham Carter (Deputy Head Junior School) or Janine O'Higgins (Early Years)

Pupils with Special Educational Needs

Pupils with SEN may be supported if necessary as detailed on their Learning Profile, in consultation with Learning Support.

Gifted and Talented Pupils

Gifted and talented pupils may be offered challenges through our enrichment programme where relevant or appropriate but our general principle is that extension and enrichment is open to all. Pupils who are particularly able academically may still find emotional or social skills more challenging and this must be remembered when planning for the most able.

Reporting to Parents

Parents do not receive a written report in this subject. Information about the topics covered in each year are in the departmental area found on Firefly. Parents of pupils receive a letter before the Sex and Relationships topic is started. Parents are informed about trips and visiting speakers. Where a pupil seems unduly affected by issues arising from a Life Skills lesson, parents may be contacted to discuss and support put in place.

We have also put in place a series of pastoral mornings for the parents of our boys. The programme covers issues surrounding the safe use of computers and ICT in general, the parenting of boys with particular reference to drugs, alcohol, self-esteem, exam stress, transition to next schools and the role of the School Counsellor.

Life Skills Co-ordinators

The role of the Life Skills Co-Ordinators is to:

Keep abreast of any changes in the curriculum and attend courses and meetings to keep up to date with new initiatives.

Write, review and update schemes of work.

Liaise with Deputy Head Pupil Welfare and support Form tutors and Life Skills tutors in the planning and delivery of Life Skills lessons.

Take the lead in subject development.

Write a subject development plan each year.

Purchase resources.

Review and revise the policy and plans.

Liaise with the Deputy Head Pupil Welfare and Deputy Head Academic on major curriculum changes and subject development.

The Life Skills/PSHEE Departmental Handbook demonstrates how this policy operates in practice and can be accessed, alongside resources on specific topics, via the Life Skills Departmental Firefly page.

Appendix 1

Careers

Why is PSHEE important to economic wellbeing?

Young people need to leave school 'economically literate', ready to thrive in life and work. This means giving them an education which does more than provide individual careers guidance or teach the mathematics required to balance a budget and work out compound interest.

Whilst teaching in Mathematics, Citizenship, English and other subjects make important contributions to education for economic wellbeing – which comprises both economic literacy and careers education (including work-related skills) – PSHE education lessons provide an opportunity for all pupils from key stage 1 – 3 to learn:

- Career concepts (including enterprise, employability and economic understanding).
- About where money comes from and the part it plays in people's lives.
- How personal financial choices can affect oneself and others.
- How to manage pressure from peers, advertising and other media on economic decisions.
- How to assess and manage positive and negative risk in relation to economic decisions, education and work.

- How to develop key work-related skills such as communication, team working and leadership skills.
- How to develop study and personal organisation skills.
- About the economic and business environment.
- About different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work.
- About the range of different types of jobs available to them.
- About rights and responsibilities as consumers.
- About student finance and budgeting on a salary, assessing genuine 'affordability' and 'value for money'.

The role of PSHEE in careers education

The Department for Education's statutory guidance Careers guidance and inspiration in schools set out the requirement for maintained schools, academies and free schools to secure independent careers guidance for all year 8 pupils. Independent careers guidance (which for some, though not all, might include one-to-one advice) forms an integral part of an effective careers education, but is not enough nor the entirety of it. The statutory guidance states that: Every child should leave school prepared for life in modern Britain.

At The Hall this means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life.

Career guidance at The Hall is embedded within a clear framework linked to outcomes for pupils. This should reflect the school's ethos and meet the needs of all pupils.

At The Hall we:

- Provide access to a range of activities that inspire young people, including employer talks, motivational speakers, coaches and mentors in assemblies, at the Sixth Form society, our lecture series as well as through various enterprise opportunities including the Ryman Challenge. We aim to provide a broad range of opportunities for our pupils in the Senior School to develop an understanding of different occupations, career pathways and experiences of work.
- Focus on the enterprise skills and experiences that employers may want in preparation for work.
- Help pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment.
- Offer pupils the opportunity to develop entrepreneurial skills for example in the Ryman's Challenge.

Within our Life Skills programme, careers education for Year 7 and 8 pupils aims to prepare them for life ahead – a view that is supported by the Career Development Institute (CDI). In its Framework for careers, employability and enterprise education, 2015, it states: Monitoring evidence suggests that the most effective model for delivering the separately timetabled element is to organise the careers, employability and enterprise outcomes within an integrated course of personal, social, health and economic (PSHE) education taught by a team of specialist PSHE

education teachers. This should be enhanced across the curriculum and through extra-curricular opportunities.