

# Life Skills Policy



## Baynards Primary School

### Personal, Social and Health Education (PSHCE) and Citizenship Policy

#### Life- Skills

##### Aims and objectives

Life- skills are integral to enable our children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. The school council meets regularly to discuss school issues and to encourage children to present their points of view to make changes throughout the school. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. This policy is also written in conjunction with our Baynards British Values Policy.

The aims of our life skills curriculum are to know and understand what constitutes a healthy lifestyle;

- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

##### Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour linked to the schools Code of Conduct. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Each class takes part in a weekly circle time session to discuss/focus on areas of relationships and feelings, building confidence and improving self esteem.

##### PSHCE curriculum planning

We teach Personal, Social, Health and Citizenship in a variety of ways. In some instances, e.g. drugs education, we teach PSHCE as a discrete subject.

Some of the time we introduce PSHCE through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks. As there is a large overlap between the outcomes for religious education and the aims of PSHCE, we teach a considerable amount of the PSHCE in religious education lessons.

We also develop PSHCE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters.

##### Foundation Stage

We teach PSHCE in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Curriculum, we relate the PSHCE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHCE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

## **Teaching PSHCE to children with special needs**

We teach PSHCE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHCE we take into account the targets set for the children in their One Page Profiles.

## **Assessment and recording**

Teachers assess the children's work in PSHCE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives of the lesson. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage to ensure that they are ready for the next stage in their education.

## **Resources**

We keep resources for PSHCE in each classroom. We have additional resources in the library. Our PSHCE co-ordinator holds a selection of reference materials for teaching sensitive issues.

## **Monitoring and review**

The PSHCE co-ordinator and Headteacher are responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHCE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

### **Note**

This PSHCE should be read in conjunction with the Health, Safety and Welfare Policy and The Baynards British Value Policy.

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