

Lifeskills Policy

1. What are Lifeskills?

A number of subjects fall under the umbrella of Lifeskills: Personal, Social, Health and Economic Wellbeing (PSHE) Education, Citizenship, Careers Education and Guidance and Work Related Learning and Enterprise Education.

1.1 Statutory requirements

Citizenship education has been a statutory part of the national curriculum at Key Stages 3 and 4 since 2002. The citizenship curriculum was revised in 2007 and remains statutory.

Secondary schools also have a statutory responsibility to teach about STIs including HIV/AIDS.

Personal, social, health and economic education (PSHE Education). These are two new non-statutory programmes of study at Key Stages 3 and 4: personal wellbeing, and economic wellbeing and financial capability.

The Government's green paper *Youth Matters* (DfES: July 2005) said that:

"... all young people should have access to ... personal development learning, delivered through the curriculum, covering, personal, social and health education, Citizenship, careers education, work-related learning, financial capability and healthy living."

Please also refer to CEG & WEX policy

1.2 What are the aims of Lifeskills?

Lifeskills is a planned programme of both formal and informal learning opportunities and experiences that help young people grow and develop as individuals and as members of families and communities. It supports them to extend/expand their.../ equips them with / knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. The Lifeskills Programme also enables young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and will do in the future.

1.3 How Lifeskills supports the School aims

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

The aim of Tring School is to support and encourage the continued growth of a community in which Christian values of respect, mutual care, consideration and acceptance flourish, support the Lifeskills curriculum and in turn are supported by it.

1.4 Links to the Every Child Matters agenda

The Lifeskills programmes of study are important in helping to achieve the outcomes/ of supporting the philosophy of the Every Child Matters agenda and it can make a significant contribution to promoting access to the ideas behind it.

Lifeskills makes a contribution to all 5 strands.

1. Achieve economic wellbeing
2. Be healthy
3. Stay safe
4. Enjoy and achieve
5. Make a positive contribution

Aims of Lifeskills programme of study	
Encourages students to be healthy	<ul style="list-style-type: none"> -Respecting their own body and those of others -Learning to live a healthy lifestyle reinforced by a whole school approach to physical activity, healthy eating and healthy lifestyles -Exploring responsible attitudes towards sexual relationships that promote the well being of all concerned -Exploring responsible attitudes towards – legal and illegal drugs and alcohol that promote the well being of all concerned -Encouraging a healthy mind and emotional well being (by learning activities which are engaging, promote challenge, allow achievement and are fun —Encouraging a positive self image -Developing good/meaningful/positive relationships and to be able to respect and value similarities and differences between people - Learning about abusive behaviour such as bullying and ways of dealing with it
Helps students to stay safe by	<ul style="list-style-type: none"> -Meeting and working with people from outside agencies who can give them reliable information about health and safety issues e.g. Police officers, school nurse -Reflecting on what is and isn't safe or secure -Increasingly being able to take responsibility for who and what they are -Gaining knowledge of First Aid and considering how to cope in an emergency <i>-Having a safe climate for learning within the classroom</i> <i>-By delivering lessons about online safety</i>
Lifeskills helps students to enjoy and achieve	<ul style="list-style-type: none"> - High quality teaching as well as promoting high quality and respectful teacher-students relationships, and engaging lessons, clearly structured learning and a high degree students participation -By enjoying and achieving in Lifeskills lessons so pupils are not bored -Providing a well taught, challenging, varied and quality Lifeskills curriculum that enables all students to learn what? about themselves and feel confident about themselves and encourages them to take a pride in and to enjoy their work

	<ul style="list-style-type: none"> -Planning so that an Inclusive Lifeskills curriculum is created that inspires all students, including those who have SEN/LDD or those from diverse backgrounds -Encouraging students not to bully or discriminate –addressing the causes and challenging discrimination -Enabling students to cope with significant lifestyle changes -Encouraging law abiding and positive behaviour in and out of school – -Encouraging students to be confident to be able to make choices that safeguard the safety and wellbeing of themselves and others- -Developing confidence and responsibility and making the most of their own ability
Lifeskills helps students to make a positive contribution by	<ul style="list-style-type: none"> -Enabling students to express their own views and ideas on all the issues that the Lifeskills programme addresses both to the whole class and to small groups in a classroom that embraces a safe climate for learning -Encouraging students to be open minded in handling sensitive questions and developing pupils to be able to disagree with each other respectfully -Respecting the role of School Council -Enabling students to explore concepts of identity, community and developing positive views of their own -Encouraging students to be able to realise the consequences of certain choices - Providing opportunities for students to celebrate cultural diversity and be given opportunities about how to combat racism, prejudice and discrimination -Giving students the opportunity to join the Fairtrade working group to achieve and keep Fairtrade status for the school -Motivating students to join the travel forum, food focus group and Eco-status working group
Lifeskills encourages Students to achieve economic well being by	<ul style="list-style-type: none"> -Experiencing a curriculum that will allow them to grow and develop into individuals prepared for working lives and to be able to flourish in the work -Enabling students to have the chance to meet with people from the world of work e.g. Police officers, school nurse, voluntary workers, local business people -Learning about the influences on spending money -Being able to use a range of financial tools and services including budgeting and saving when managing their personal money -Learning about financial responsibilities to individuals and to poorer nations

1.5 Healthy Schools

The school achieved the Healthy Schools Status award in 2005 , this is linked to the Every Child Matters agenda.

“Healthy Schools help children and young people to reach their potential by building on a solid foundation of health to do better in learning and in life.

The programme isn’t just about physical health; it’s about good health and happiness inside and out. And it’s not just about students either; a Healthy School involves the whole school community – from parents to governors to school staff – in improving their health and their happiness and getting the most out of life.

Children in Healthy Schools tell us that they feel healthier, happier and safer. Their parents tell us that they feel more involved in their child's health and learning and often feel better themselves. Schools tell us that the Healthy Schools programme has brought sustained improvement in behaviour, standards of work and school management."

Ref: www.healthyschools.gov.uk

2 Content

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

PSHEE deals with many real life issues young people face as they grow up. It gives them the knowledge and skills needed to lead healthy and responsible lives as confident individuals and members of society, QCA website, 2007.

(Ref: http://www.qca.org.uk/qca_7185.aspx)

Personal, social, health and economic education (PSHE education) is a planned programme of learning opportunities and experiences.

PSHE (personal, social, health and economic) is described in two new programmes of study for both key stages 3 and 4:

- personal wellbeing
- economic wellbeing and financial capability

These interrelated programmes of study make a significant contribution to pupils' personal development and draw together, in a coherent way, personal, social and health education, including sex and relationships education, the social and emotional aspects of learning, careers education, enterprise, financial capability and work-related learning.

2.2 Citizenship

Citizenship develops successful learners who are equipped to play a full part in public life and in the democratic process. Citizenship gives learners the ability to engage critically with challenging questions facing society today and to take action on political and social issues of concern, QCA website, 2008

(Ref: http://curriculum.qca.org.uk/subjects/citizenship/keystage3/citizenship_and_the_national_curriculum_aims.aspx)

Citizenship education is not about trying to fit everyone into the same mould, or creating the 'model', or 'good', citizen. It is about enabling citizens to make their own decisions and to take responsibility for their own lives, the lives of others and their communities

There are a number of key concepts and processes listed in the 2007 National Curriculum for Key Stages 3 and 4 that underpin the study of Citizenship.

2.2.1 Key concepts

Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding:

Democracy and justice

Rights and responsibilities

Identities and diversity: living together in the UK.

2.2.2 Key processes

These are the essential skills and processes in citizenship that skills need to learn to make progress

Critical thinking and enquiry

Advocacy and representation

Taking informed and responsible action.

2.3 Careers

Please see CEG & WEX policy

3 Organisation

Lifeskills lessons are timetabled for one hour every fortnight. Students are taught in their mixed ability tutors groups. These lessons are supplemented by off timetable days.

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

3.1 Responsibility

Nick O'Connell

Lifeskills, PSHE education and Citizenship Coordinator

Andrew Dobberson

Assistant Headteacher, Enhancement

Sharon Newland

Lifeskills Administrator

Garry Lynch

CEG and WEX Coordinator

Wendy Stevens

WRL, EE, Progress File and 3Es Co-ordinator

Denise Griffiths

Connexions Administrator

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

3.2 Monitoring and Evaluation

Monitoring and evaluation of Lifeskills actively involves students in a number of ways. The School Council is used to review the content of the programme biannually. Students are asked to complete an evaluation form for every "whole day activity"

Assessment for learning opportunities are planned as an integral part of the subject teaching. They evidence progress in skills of participation as well as knowledge, providing an opportunity for students to reflect on their learning and raise their standards of achievement. This process involves students as partners through self and peer assessment activities. Lifeskills work is kept in a portfolio.

Assessment of Learning is carried out against the QCA Attainment targets for Citizenship. They are gathered formally and informally to judge students' performance against national standards for students' records and the end of key stage 3 assessment.

3.3. Consultation/communication with Parents/Carers

Progress in Lifeskills is reported annually to parents. In year 9 this includes the end of key stage three attainment levels.

Information about Lifeskills including individual lessons can be found on the school website. Parents are kept informed about whole day activities by letter prior to the events.

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

4. Student Voice

"[Student voice is] the active opportunity for students to express their opinions and make decisions regarding the planning, implementation, and evaluation of their learning experiences."

Rogers, A. (2005). *Student voice: Bridges to learning*. Seattle: University of Washington.

Student voice is used as part of our monitoring and evaluation of Lifeskills but it also plays a significant role in our Active Citizenship activities. We aim to give our students a wide a range of options to contribute to their wider communities.

4.1 Eco-Schools

Eco Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life. We shall follow a simple seven-step process which helps to address a variety of environmental themes, ranging from litter and waste to healthy living and biodiversity.

Students are the driving force behind Eco-schools – they lead the eco-committee and help carry out an audit to assess the environmental performance of their school. Through consultation with the rest of the school and the wider community it is the students that decide which environmental themes they want to address and how they are going to do it. Measuring and monitoring is an integral part of the Eco-Schools programme, providing schools with all the evidence they need to really shout about their environmental success.

Schools work towards gaining one of three awards – Bronze, Silver and the prestigious Green Flag award, which symbolises excellence in the field of environmental activity. Bronze and Silver are both self accredited through the Eco-Schools website and Green Flag is externally assessed by ENCAMS.

4.2 School Travel Plan

The School Travel Plan is a written document which outlines a series of practical steps for improving children's safety on the journey to and from school. The plan will result in benefits for students, parents and the wider community: it will assist students and parents in identifying healthy and sustainable transport options and help to reduce the number of cars on the road at peak times. In addition it will contribute to the improvement of the environment around the school.

4.3 Fairtrade

The school **achieved Fairtrade status in September 2008**. In order to do this it supports its student lead steering group to fulfil the following objectives.

- Ensure support for Fairtrade is part of the School Development Plan
- Use Fairtrade products wherever possible:
- Ensure learning about Fairtrade happens in a range of lessons and in whole school activities

5. Linked policies

SRE Policy

Drug Education Policy

Anti-Bullying Policy

CEG policy

Healthy Eating Policy
School Travel Plan

6. Governors' Role

The Students and Families Committee will review the policy on an annual basis.

Policy Apr 2008

To replace: Personal and Social education Policy Sept 1996

Reviewed Annually by Students & Families Committee
Tring School Governing Body
May 2009

Appendices

Programme of Study **2008/2009**

The programme of study is cross referenced with The National Curriculum programmes of study for Citizenship and PSHE Education (well being and economic awareness).
(Appendix A)

Year 7	Year 8	Year 9	Year 10	Year 11
First one	Democracy Citizenship 1.1 A	Democracy Citizenship 1.1 A	Library Skills	Europa diary Citizenship
Progress File	Who is our MP? Citizenship 1.1d 4i PSHEE well 2.2b	Careers Fast Tomato	First Aid PSHEE well	College Presentations
Democracy Citizenship 1.1 a	Britishness Citizenship 1.3 A. 1.3b 3.9 3.10 4.1	Fair/Unfair Citizenship 1.1.b 1.1.c	Thinking about Work Experience	Fairtrade Citizenship
Bullying Role Play Citizenship 2.2 d PSHEE well 3c 1.4bc	Global Communities.- Links to schools abroad Citizenship 1.3c.	Government Citizenship 1.2b 3.3	Teenage pregnancy PSHEE well	Drug awareness PSHEE well

1.5ab 1.3b 1.1a 2.2d	4i			
Remembrance Sunday Citizenship 4j	Global communities- Links to schools abroad Citizenship 1.3c. 4i	Bullying Citizenship 2.3c PSHEE well 3m	Homophobic Bullying Citizenship	Refugees Citizenship
Global Links Citizenship 1.3c.	Careers Ideal Job	Careerscape Thinking About Options	Drunk in Charge of a Body PSHE well	Exam Preparation
Thinking Skills Citizenship 2,1a 2.1 b. 4.1 4.2 4.3	Careers Setting Goals PSHE well 2.1b	Young Persons Rights Citizenship 1.2 a 1.2b 1.2c	Prison, Not Me Citizenship	ICT / Careers Options
Debate Citizenship 2.2 d 2.1a 2.1b 2.1 c And 2.2.a b c 4.1 4.2 4.3 PSHE well 1.3c	Environment Citizenship 1.2a 1.2c	Alcohol Awareness PSHEE well 3e 3d	Media and Society Citizenship	Get that Job
Interform Debate Citizenship 2.2 d 2.1a 2.1b 2.1 c And 2.2.a b c 4.1 4.2 4.3 PSHE well 1.3c	Volatile Substances PSHEE 2.2.a 3e 1.3ab	Holocaust speaker Citizenship 3.a 4g	Choosing Work Experience	Wage slips
Careers What is Careers?	Racism Citizenship 1.5.b. PSHE well	Introduction to Connexions	Testicular and Breast cancer PSHE well	Homelessness Citizenship

	3m 1.5ab			
Political parties Citizenship 2.1a 3.6	Cityscape Citizenship 2.3a 3g 3.5	Poverty Citizenship 1.2b	Contraception PSHE well	The Media Citizenship
School Nurse- Puberty PSHE well 3c 1.2c	Charity- What is it? Citizenship 1.2b	Global Trade Citizenship 1.3c 3h	Careers CV/ Letters	Global Interdependence Citizenship
Break Free- Smoking PSHE well 3e 1.2a 2.2e	Animal Rights? Citizenship 1.2. a 2.1c 4a PSHE well 3a	Assessment Citizenship 2.3d	Making Laws Citizenship	Sexual Health PSHE well
Give Racism the Red card Citizenship 4.8 PSHE well 1.5ab	Loss and Grief PSHE well 3i 3j 1.1c 1.2b 1.4c 2.1e 2.2f	Gender Discrimination PSHEE 1.5.b	Work Experience Health & Safety	
Internet Safety/ Cyber Bullying Citizenship PSHE well 3g 1.3a	Disability Awareness Citizenship 1.2a PSHE well 1.4b	European Parliament Citizenship 3.11	Forms of Discrimination Citizenship	
Support Staff Citizenship	Youth in the News Citizenship 3.4	Consumer Rights Citizenship 3.2	Eating Disorders PSHE well	
First Aid PSHE well 3g 3h 1.3a	Why do we Need Laws? Citizenship 1.1.	Personal Safety PSHE well 3d	Work Experience 2	
Healthy Eating PSHE well 3f 1.2a	Relationships PSHE well 3d 3l 3k 1.4a	Intro Work Experience PSHE well 1.3c		

Careers - Streets Ahead	Self Esteem PSHE well 3b 3l 1.1abc			
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Year 12	Year 13
Driving Skills	Life in Year 13
Samaritans	Blood Service
Big Blue Book of Drugs	Interviews
DENS action against homelessness	Stephen Lawrence
NAV/AD Animal Rights	Alcoholics Anonymous
Glaxo speaker on Animal Experimentation	My Sex Education
Options ICT	Magistrates Court
Sexual Health	Personal Safety
Intro to Higher Education	Grendon Underwood- prisoner speaker
Stress Management	Fire Safety Speaker
Sexuality	HIV Speaker
Gap Year Speakers	Life after Tring School
Sixth Form Committee	
University Life Speaker	

Life Skills Activities 2008-2009

Year 7		National Curriculum links
Anti Bullying Day	PSHE well	3a 3g 1.1ab 1.2ab 1.4 1.5b 2.2e
Skills Day	CEG	
Year 8		
The Real Game	CEG	
Drugs Awareness	PSHE well	3d 3e 3g 1.1 a 1.2 a b 1.3 a b 2.2 c d e
Year 9		
Aim Higher	CEG	

Sex & Relationships Education	PSHE well	3d 3g 3l 1.2a b 1.3a b 2.2e
Year 10		
Business Dynamics	CEG	
Magistrates Court	CIT	
Army Day	WRL	
Work Experience	WRL	
Year 11		
HSBC Day	CEG	
Year 12		
University Convention	CEG	
Citizenship Day	CIT	

Outside specialist who contributed 2008/2009

Alcoholics Anonymous	www.alcoholics-anonymous.org.uk
National Blood Service	www.blood.co.uk
Glaxo Smith Kline	www.gsk.com
Quit (smoking advice)	www.quit.org.uk
Magistrates	
Driving Standards Agency	www.dsa.gov.uk
Fire Service	
Everyman- men's cancer charity	www.icr.ac.uk/everyman
School Nurse	
Police	
Samaritans	www.samaritans.org
Bud winderler	Drugs link
DPEAP	Drugs prevention, education and awareness programme
Theatre ADAD	Drugs play and workshop