

## Life Skills – Aims/Intent – Follows the statutory requirement [www.gov.uk/national-curriculum/other-compulsory-subjects](http://www.gov.uk/national-curriculum/other-compulsory-subjects)

The Life Skills curriculum is one through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

Issues covered include decision-making, study skills, lifestyle choices and health risks, sexual health and relationships, topical and legal issues, social and economic awareness and financial literacy. Students find out more about these issues through a variety of activities such as discussion, role-play, debate and group investigations. Students follow a series of Life Skills modules throughout Key Stage 3 - 5, giving them the opportunity to develop for a range of careers and extend their personal, learning and thinking skills.

### **The aims in Life skills is that student will be taught:**

- Deliver a curriculum which is accessible to all and ensures that each of our students will know, remember and understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future.
- Provide students with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this.
- Provide our students with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- Develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Be given the opportunity to explore and challenge a range of values, attitudes and beliefs, rights and responsibilities.
- Look for opportunities to show the school values and seek leadership opportunities within the Academy and their local community.
- Reading and developing specific technical vocabulary

### ***How cultural Capital is enhanced through Life Skills:***

Life skills sessions that cover key SMSC topics regularly and ensure that students are fully aware of the challenges that many face and the benefits of understanding and respecting diversity around the world. Topics include: Understanding human feelings and emotions; Developing and Expressing Personal Views on moral/ ethical issues; Understanding how communities function and resolving conflict; Understanding and respecting diversity; How to use anti-bullying strategies to minimise hate and prejudice based bullying; Promoting fundamental British values.

In addition, the wider school community engages in the following:

- Weekly assemblies led by members of SLT, which introduces a Thought For CHA theme that is then followed up in more depth during a form session the following morning.
- Careers advice from a dedicated member of staff who explores our students' skillsets and explain how they could relate to potential future careers.
- Well-being provision, where we build nurture groups and offer safe spaces for those who struggle with the pace of modern education.
- The use of regular Student Voice to understand the viewpoint of our students and ensure they have a voice within the school. This is facilitated by 6<sup>th</sup> formers, which encourages leadership skills.
- Taking part in election processes within the school for Head Student Committee
- Access to the cultures of other countries through the curriculum and through enrichment trips and visits.
- Confidential counselling with our School Counsellor

## Implementation

Beyond our documented curriculum (**three core learning themes: health and wellbeing, relationships and living in the wider world**), it is hoped that the CHA values provide a culture that contributes equally towards the pastoral development of our students. Therefore, our teaching approach places great emphasis upon collaboration and cooperation: group work should be a key element of all classrooms and the school places emphasis on sports, choir and drama productions – all of which enable our students to achieve success together, students are encouraged to show leadership in their school and community.

### **Key stage 3:**

The programme in Year 7 supports students as they settle into their new school, helping them to cope with change, improve their time-management, develop confidence and make the most of their abilities. Students learn how to manage and assess risk, find out more about staying safe on and offline, pursuing healthy lifestyles and relationships and investigate environmental issues such as sustainability. Students learn how to manage the physical and emotional changes that occur during puberty.

Year 8 students explore lifestyle choices and consider risks and consequences. They find out more about careers and employment rights, through a series of workshops, to support them as they make important GCSE Option choices as well as a work shadowing opportunity. Students have an introduction to gender, sexuality and consent, as well as the importance of online safety. Year 8 also develop their understanding of first aid and personal safety.

### **Key stage 4:**

Students explore why and how they should take responsibility for their health now and as they prepare to live independently in the future. Students investigate how to tackle mental health stigma, relationship myths and expectations as well as where to seek support. Students follow a programme of revision, independent learning and study skills as they strive towards success in their GCSEs. This is complemented by a series of sessions supporting students' emotional health and well-being to give them strategies to help them to cope with examinations, to relax and maintain a healthy work/life balance.

Students follow a programme of careers education throughout Key Stage 4 and Key Stage 5, helping them to explore all the opportunities available. Students are encouraged to consider their strengths and weaknesses and create an action plan for the future. A team from the Connexions Service works in close liaison with the staff of the Academy to ensure impartial careers advice and guidance is offered to all students.

Form teachers will follow their long term planning to ensure the statutory requirement is well sequenced and age appropriate and students can build on their knowledge developing and hone in their skills and understanding in a deep and rich way.

## Impact

Through the study of life Skills our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Our students will leave us equipped to know and value who they really are and how they relate to people in an ever-changing world. We can see the impact of the programme through the behaviours and attitudes of the pupils within school and their relationships with each other.

Work in students' books show they understand the difference between healthy and unhealthy relationships, are aware of risky behaviour and understand cultural diversity. Discussions with students illustrate that they can explain and explore their own personal beliefs and have empathy with others beliefs.

Students will demonstrate and apply the British Values of Democracy, Tolerance, and Mutual Respect, Rule of Law and Individual Liberty. Students will show a healthy outlook towards school and there will be a positive impact on attendance and behaviour.

This table outlines the key topic areas covered in **Life Skills** across KS3-5.

The Life Skills curriculum explores real life issues relevant to young people, to help them make informed choices and prepare them for adult life. Issues covered include decision-making, study skills, lifestyle choices and health risks, sexual health and relationships, topical and legal issues, social and economic awareness and financial literacy. Students find out more about these issues through a variety of activities such as discussion, role-play, debate, games or group investigations. Students follow a series of Life Skills modules throughout Key Stage 3 and 4, giving them the opportunity to develop for a range of careers and extend their personal, learning and thinking skills.

## Curriculum map - Subject: Life Skills

AGE-STAGE	Health and Wellbeing	Relationships and Sex Education	Relationships and Sex Education	Living in the Wider World	Living in the Wider World	Relationships & Sex Education
Year 7	Health & Wellbeing	Relationships & Sex Education	Health & Wellbeing	Living in the Wider World	Living in the Wider World	Relationships & Sex Education
Year 8	Living in the Wider World	Relationships & Sex Education	Health & Wellbeing	Living in the Wider World	Health & Wellbeing	Relationships & Sex Education
Year 9	Living in the Wider World	Relationships & Sex Education	Relationships & Sex Education	Living in the Wider World	Health & Wellbeing	Health & Wellbeing
Year 10	Living in the Wider World	Relationships & Sex Education	Health & Wellbeing	Living in the Wider World	Health & Wellbeing	Relationships & Sex Education
Year 11	Living in the Wider World	Health & Wellbeing	Relationships & Sex Education	Relationships & Sex Education		
Year 12	Living in the Wider World	Relationships & Sex Education	Health & Wellbeing	Living in the Wider World	Living in the Wider World	