

St Alban's C of E Academy



Personal Life Skills Policy

Intent

Personal, social and health education (PSHE - PERSONAL LIFE SKILLS) and citizenship help to give pupils the knowledge, skills and the understanding they need to lead confident, healthy, independent lives and to become informed, active responsible citizens.

PERSONAL LIFE SKILLS at St Alban's promotes the moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences in school and later in life. PERSONAL LIFE SKILLS will ensure that current issues happening in the community and wider world are discussed in order to enable children to make clear informed choices about new challenges and critical opportunities that will arise as they grow up and into adulthood. Pupils are provided with a wide range of activities and experiences across and beyond the curriculum and are encouraged to contribute fully to the life of their school and community.

*At St Alban's, we empower each child to learn enthusiastically, grow independently and explore inquisitively to fulfil their God given potential. Our Christian distinctiveness is woven throughout our curriculum to enable children to contribute fully to life (**I have come that they may have life, and have it in all its fullness. John 10:9-10**) The holistic and spiritual element within our curriculum allows children to have a greater fulfilment and respect towards individuals and groups in society.*

*For example, within EYFS, children are taught a sense of belonging through understanding the history of their life and the experiences of their family. In KS1, we ensure children build on that sense of belonging to be aware of what it looks like within their local community, through the teaching of respect; caring for others; understanding jobs in the community; and how to manage different feelings, deepening their understanding of how community can be our family too (**Peter 4:8-9, Above all, love each other deeply because love covers over a multitude of sins.**) Within KS2, this is evident through the teaching of compassion towards others, linking with RE in Year 4 where children explore the story of The Leper, as well as where children learn about respecting others including views that are different to their own, accompanying Year 6 learning around conflicting and complementary views of religion.*

Our core aims of PERSONAL LIFE SKILLS at St Alban's are to enable children to:

- Have accurate and relevant knowledge;*
- Have opportunities to turn that knowledge into personal understanding;*
- Have opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;*
- Develop skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;*
- Recognise their own self-worth and be respectful of others;*
- Work well with others and become increasingly responsible for their own learning and choices;*
- Understand the value of money and be economically responsible;*
- Have a clear understanding of their role as a citizen, not only in school but in the wider community.*

Implementation

PHSE is an important part of our children's education and whilst it is a non-statutory subject, at St Alban's, we believe that children should learn about three core themes: Relationships, Living in the wider world and Health and well-being. Teaching Relationship and Sex Education as part of our PHSE curriculum focuses on the characteristics of positive relationships in relationships to friendship, family relationships and relationships with others. Our Relationship and Sex Education Policy has been developed in conjunction with parents, staff, children and our Governing Body and is available on our School Website. Within PERSONAL LIFE SKILLS, children are taught about drug education, financial education, sex and relationship education (RSE – please see separate policy) and the importance of physical activity and diet for a healthy lifestyle should be taught to enable children to prepare our pupils for the opportunities, responsibilities and experiences of later life.

Teaching and learning

It is vital to ensure that children develop skills and attributes such as resilience, self confidence, risk-management, leadership skills and critical thinking in the context of three core themes:

Relationships			Living in the Wider World			Health and Wellbeing		
Families and Relationships	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe

In today's age and time, children are growing up in a complex world and it is vital that within this environment, children and young people understand how to be safe and healthy, and how to manage and succeed in their academic, personal and social lives in a positive way. Hence the importance of Relationships Education becoming compulsory in all primary schools. Teaching Relationship Education as an integral part of our PSHE curriculum focuses on the characteristics of positive relationships in relationships of:

- Friendship
- Family relationships
- Relationships with others.

Our PSHE SKILLS curriculum is aimed to ensure our curriculum has an impact on both academic and non-academic outcomes for our children. Our programme of study takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study over the school year, with three separate topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral curriculum to build on children's knowledge and understanding.

Organisation and Planning

In Early Years, children will work towards achieving Early Learning Goals in Personal, Social and Emotional Education. These will be delivered through cross-curricular projects as outlined in our Early Years Curriculum. They will also be delivered through structured playtimes, social times, visits, stories, videos, role play and assemblies. Early Years children will also learn about what it means to be part of a family as well as part of a community.

In Key Stage 1, children will learn about themselves as developing individuals and as members of their communities, building on their own experiences. They will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well and have opportunities to show they can take responsibility for themselves and their environment. As members of a class and school community, they will learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.

In Key Stage 2 pupils will learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They will be encouraged to become more mature, independent and selfconfident. They will learn about the wider world and the interdependence of communities within it. They will be encouraged to develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. Children in Key Stage 2 will also investigate a range of key social issues and look at the important laws and rules that guide these issues. They will learn how to take part more fully in school and community activities and learn how to take responsibility for their actions, debate key issues and develop a good level of understanding of the communities in which they are citizens. As they begin to develop into young adults, they will face the changes of puberty and the transfer to secondary school, with the support of our school nurse, adults within school, primary liaison with secondary feeder school and we will support them and encourage them. They will learn how to make more confident and informed choices about their health and environment, to take more responsibility, individually and as a group, for their own learning and to resist bullying.

Through this curriculum, it is intended that all children will achieve the knowledge, skills and understanding outlined in the statutory guidance of PSHE, RSE and National Curriculum framework for pupils. Our PERSONAL LIFE SKILLS education provision is mapped and planned effectively with a whole-school spiral curriculum which safeguards all pupils and fulfils curriculum requirements.

Across school, we have a developed E-Safety Curriculum to support children with the use of online devices, technology and social media use outside of school. Children will develop a good understanding of E-Safety, what their digital footprint can look like and how to resolve issues of e-bullying and unkind behaviour carried out online. They will be taught how to use technology safely and gain an understanding of how information can be presented and perceived online. Our E-Safety curriculum is taught at the beginning of each half term as a standalone lesson, as well as being a thread throughout our curriculum. Our PSHE curriculum also builds on children's knowledge and understanding of technology and how to keep safe in the technological world through lessons on Media Literacy and Digital Resilience.

Equal opportunities

All children will have equal access to the PERSONAL LIFE SKILLS Curriculum, regardless of gender, ethnicity, socioeconomic background or special educational needs as outlined in the school's Equal Opportunities Policy. In advance to this, teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as an additional language] to ensure that all can fully access PERSONAL LIFE SKILLS provision. This will be done through: purposeful differentiation; support from the subject leader; close monitoring of lessons and learning; as well as reviews that will be made by senior leaders, middle leaders and subject leaders. This will allow us to observe learning and outcomes within the curriculum, allowing us to gain feedback around what is going well and what are the ways to grow and move forward with children of all backgrounds and abilities. If there are areas where children are not making expected progress, then class teachers will work alongside leaders and SENCO to set specific targets within lessons to boost progress and attainment. Likewise, where children are showing themselves to be at a greater depth level, class teachers will provide further challenge to ensure children excel in every lesson.

Assessment and recording

St Alban's will assess pupils' learning and progression through our assessment system of Building Blocks which will be used by the children and staff to reflect upon the progress that is being made. Senior Leaders and Subject leaders will evaluate progress that has been made and the impact of the curriculum to ensure all children, including the most disadvantaged and pupils with SEND have been given the knowledge they deserve to flourish in life.

