



# **Life Skills Policy**

**Brierley CE (VC) Primary  
School**

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### 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

### 2. Statutory requirements

Life Skills is a non-statutory subject. However, there are aspects of it we are required to teach.

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

This policy also complies with the terms of our funding agreement.

## 3. Content and delivery

### 3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. Please see our website for our RSE Policy.

For other aspects of Life Skills, including health education, please visit our Life Skills page on our website for more details about what we teach in each year group.

Life Skills is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

### 3.2 How we teach it

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of Life Skills:

- How Life Skills is covered. The best practice approach is for Life Skills to be covered as part of a wider programme of PSHE education.
- How regularly Life Skills lessons are delivered. It is recommended that lessons are delivered weekly or fortnightly.
- Length of Life Skills lessons. The guidance provides that lessons should be of sufficient length to allow children to explore topics and reflect on their learning, with the suggestion that:
  - for KS1 – lessons should be 40 - 45 minutes long;
  - for KS2 – lessons should be 50 - 60 minutes long.
- How focus days, visits and visitors will be used. Guidance provides that focus days, visits and visitors cannot replace a taught lesson but are a good way to enhance a programme.
- How cross-curricular learning will contribute. Links should be recognised in planning.
- Who will teach the lessons. Guidance provides that confident and skilled staff are most effective, particularly for sensitive and controversial topics and a school may want to use specialist staff for some topics.

## 4. Roles and responsibilities

### 4.1 The governing board

The governing board will approve the Life Skills policy and hold the headteacher to account for its implementation.

### 4.2 The headteacher

The headteacher is responsible for ensuring that Life Skills is taught consistently across the school.

### 4.3 Staff

Staff are responsible for:

- Delivering Life Skills in a sensitive way
- Modelling positive attitudes to Life Skills
- Monitoring progress
- Responding to the needs of individual pupils

### 4.4 Pupils

Pupils are expected to engage fully in Life Skills and, when discussing issues related to Life Skills, treat others with respect and sensitivity.

## 5. Monitoring arrangements

The delivery of Life Skills is monitored by Miss Tate and Mr Willetts through:

Monitoring and evaluating will take place through:

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

This policy will be reviewed by Miss Tate and Mr Willetts annually. At every review, the policy will be approved by the governing board and the headteacher.

## 6. Links with other policies

This policy links to the following policies and procedures:

RSE policy.