

RYDES HILL PREPARATORY SCHOOL & NURSERY

P44 (ISI 2D) – LIFE SKILLS POLICY (INCLUDES EYFS)



RYDES HILL

PREPARATORY SCHOOL & NURSERY

MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic School where children learn how to live in loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs, but the Rydes Hill community aspires to unity within the life of the school based on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what School stands for and all are encouraged and challenged to be the best they can be.

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Revision History

Revision	Paragraph Number	Revision
July 2011		Original
July 2012		Update
July 2013		Update
August 2014		Update
August 2015		Update
May 2016		Update
August 2017		Update
May 2018		Update
June 2019		Update
November 2019		Substantially updated to reflect new Statutory Requirements of PSHCE and Rydes Hill Curriculum Map
November 2020	Paragraph 4 Paragraph 10 Paragraph 12	Change para on British Values to Government wording Reference to Nursery curriculum RSE & parental rights
November 2021	Paragraph 6, 7, 8, 12 Paragraph 8 Paragraph 11 Paragraph 12 Paragraph 16 Paragraph 19 Paragraph 20	RSE changed to RSHE (Relationships, Sex and Health Education) RSHE curriculum updated from 'Journey in Love' Changing para on British Value to include provision of SMSC Change para to include Higher Prep puberty lessons and feedback is given to the parents after the lessons Change para to include Staff curriculum updates and Inset Resources - British Values scheme booklets Resources - Guildford Cathedral Library – boxes on Other Faiths
October 2022	Paragraph 18 Paragraph 19	Academic Policy 21 name change to RSHE Inclusion of Natterhub in the resource section
October 2023		Change from PHSCE to Life Skills Protected Characteristics Curriculum Map included

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EAL	English as an Additional Language
EPR	Education for Personal Relationships
EYFS	Early Years Foundation Setting
SEAL	Social and Emotional Aspects of Learning
SEND	Special Educational Needs and Disabilities
SMSC	Spiritual, Moral, Social and Cultural

Aim / Objective / Statement of Intent / Philosophy

1. At Rydes Hill the teaching of Life Skills forms part of our wider focus on the Gospel Values and our ethos as a Catholic Primary School. This philosophy is embedded in a range of cross curricular activities and in dedicated weekly Life Skills lessons.
2. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and communities. In doing so they recognise their own worth, work well with others and become increasingly responsible for their own development, health and learning. They reflect on their experiences and those of others and understand how they are developing personally, physically and socially, tackling many of the spiritual, moral, cultural, social, mental and physical issues that are part of growing up, to prepare them for the opportunities, responsibilities, dangers and experiences of adult life.
3. They learn how to become global citizens for a sustainable world. To value and respect our humanity, community, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.
4. To ensure the School is meeting it's requirements under the Equality Act of 2010, all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) will be taught as part of our Life Skills curriculum.
5. At the heart of Christian faith is Love in relationship. St John says that GOD IS LOVE. (1 John 4:8) The whole purpose of Christianity is to live our lives as fully as possible in and through loving relationships. Gods commandment is to love one another as He loves us.

At Rydes Hill we aim to 'Live wisely, think deeply, love generously.'

Aims

6. The Rydes Hill Preparatory School Life Skills curriculum aims: -
 - To follow the moral teaching of the Catholic Church
 - To appreciate diversity and value the belief systems of non-Catholics
 - To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community
 - To promote a comfortable, caring and safe environment which will foster confidence and engender respect amongst pupils and teachers
 - To prepare children for the challenges they will face in their formative years
 - To provide a framework in which to provide information to help children protect themselves from online and physical danger
 - To promote democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

Objectives

7. The objectives of the Rydes Hill Preparatory School Life Skills curriculum are: -
- To acknowledge the sensitivity of this area of development
 - To give accurate and relevant information
 - To promote self-knowledge, self-respect and self esteem
 - To enable young people to make informed choices
 - To encourage personal responsibility in relationships
 - To facilitate the development and acceptance of a personal moral code
 - To take account of differing perspectives in a culturally diverse society
 - To recognise the need for equality of opportunity
 - To answer the children's questions sensitively, openly, accurately and honestly
 - To make explicit the partnership with the community and with parents as the first educators of their children

Teaching and Learning

8. Life Skills is planned progressively and covers: Relationships, Health & Wellbeing, Living in the Wider World and RSHE. It is taught cross curricular where possible, in conjunction with Forest School as well as in discrete weekly Life Skills lessons. Valuing achievement, rewarding good behaviour and special personal achievement is rewarded and recognised in Friday Achievement assembly. Off-site educational visits are arranged for each year group. The residential experiences for older pupils in the Preparatory Department are extremely important for their personal, social and emotional development before they move on to their Senior School.

Procedure

9. We will, through the context of Relationships, Health and Wellbeing, Living in the Wider World, Sex and Health Education, teach pupils about:

Relationships

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse.
- How to respond to risky or negative relationships and ask for help.

Health and Wellbeing

- what is meant by a healthy lifestyle.

- how to maintain physical, mental and emotional health and wellbeing.
- how to manage risks to physical and emotional health and wellbeing.
- ways of keeping physically and emotionally safe.
- about managing change, including puberty, transition and loss.
- how to make informed choices about health and wellbeing and to recognise sources of help with this.
- how to respond in an emergency.
- to identify different influences on health and well-being.

Living in the Wider World

- about respect for self and others and the importance of responsible behaviours and actions.
- about rights and responsibilities as members of families, other groups and ultimately as citizens.
- about different groups and communities.
- to respect equality and to be a productive member of a diverse community.
- about the importance of respecting and protecting the environment.
- about where money comes from, keeping it safe and the importance of managing it effectively.
- how money plays an important part in people's lives.
- a basic understanding of enterprise.

RSHE (Relationships, Sex and Health Education taught from A Journey in Love)

Pupils will be taught about each area which is allocated across the different year groups and explored physically, socially, emotionally, intellectually and spiritually.

- The wonder of being SPECIAL and UNIQUE.
- We meet God's love in our FAMILY.
- We meet God's love in the COMMUNITY.
- How we live in LOVE.
- God loves us in our DIFFERENCES.
- God loves us in our CHANGING AND DEVELOPING.
- The wonder of God's love in CREATING NEW LIFE.

10. In Nursery and Kindergarten Life Skills is taught through the EYFS seven areas of learning and through Personal, Social and Emotional Development, Physical Development and Understanding the World.

11. British Values are taught through the promotion of SMSC and Life Skills, in particular the

Diverse British unit of work as part of learning how to be a respectful and responsible British Citizen.

12. RSHE takes place across the School from Nursery to Form One. Higher Preparatory and Form One have separate lessons covering puberty and sexual relationships. Parents are informed about this, and planning is shared with them. Parents have feedback after the lessons. Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum Science orders. (See RSHE Policy C21 for further details).

Equal Opportunities

13. The school is committed to equal treatment for all, regardless of an individual's Age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation.
14. Instruction and guidance will be given at appropriate levels taking into consideration pupils with SEND or EAL.

Monitoring and Evaluation

15. The Life Skills co-ordinator will monitor delivery of the programme through written curriculum updates to staff, Inset, learning walks, discussions with staff, observations of lessons and collect evidence of work to ensure consistent and coherent curriculum provision.
16. Evaluation of programme's effectiveness will focus on:
- Pupil and teacher evaluation of the content and learning process
 - Sharing and reviewing experiences at whole staff meetings
 - Assessment of the children's learning objectives. What do I know now?
 - Question and answer sessions with pupils to see what they have retained from their previous lessons

Links with other policies

17. We recognise the clear links between this policy and those clearly relating such as: -

- Academic C04 – English
- Academic C05 – Computing
- Academic C15 – Physical Education
- Academic C17 – Religious Education
- Academic C20 – Science
- Academic C21 – Relationship, Sex and Health Education (RSHE)

- School P01 – Anti-Bullying
- School P03 – Pupil’s Use of ICT, mobile phones & other electronic devices
- School P04 – Safeguarding
- School P09 – Taking, Storing and Using Images of Pupils and Staff
- School P50 – Online Safety

Resources

18. Classes have access to Twinkl online resources, in addition to their own research and resources eg Natterhub. The Rydes Hill Skills curriculum map provides clear coverage of the objectives set out by the PHSCE Association. Teacher discretion is used to ensure age and cohort appropriate resources are used.
19. ‘No Outsiders in our School’, Teaching the Equality Act in Primary Schools book supports our teaching of Protected Characteristics. It is informed from the Diocese advice on ‘reflecting not promoting’.
20. ICT, Library and Guildford Cathedral Library, (boxes on Other Faiths) may be useful for additional material.
21. Bishop’s Curriculum Map (See Appendix A)
22. Rydes Hill Life Skills Curriculum Map (See Appendix B)
23. Forest School Handbook, learning and resources linked whenever possible.
24. Protected Characteristics Curriculum Map

Staff Training and Support

25. Opportunities are provided for staff to identify individual training needs.
26. Staff feedback on the new Rydes Hill Life Skills Curriculum map continues to inform our planning and teaching of Life Skills. Evaluation of children’s learning is closely monitored and assessed through key questions, observations and outcomes.
27. Details of Rydes Hill Scheme of Work for Life Skills can be found in Appendix A.

Appendix A – Rydes Hill Life Skills, RSHE & Protected Characteristics Curriculum Maps

Found in Company: Life Skills, RSHE & Protected Characteristics

Appendix B – RSE and Health Education Statutory Guide

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Appendix C – Promoting Fundamental British Values as part of SMSC in School

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf