



# Hailey Hall School Life Skills Curriculum Booklet

## **Life Skills Curriculum – Intent**

Children grow up in a complex and ever changing world and are exposed to an increasing range of influences. As a school, Hailey Hall aims to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future.

Life Skills is central to our school ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community. Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

Life Skills equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices, and in achieving economic wellbeing. A critical component of Life Skills is providing opportunities for children 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 in the future.

Life Skills contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

## **Year 7 Life Skills**

### **Why this subject is important:**

Life Skills will give pupils the opportunity to acquire the knowledge, understanding and skills they need to manage their lives. Life skills will develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. Through Life skills, pupils will be empowered to make informed decisions that guide them to stay healthy, happy and safe; to enjoy and achieve in life; to make a positive contribution to society and to achieve economic well-being for themselves.

The following programme of learning enables pupils to work towards a Level 1, Qualification in Employability

## What you will learn:

**LIFE SKILLS is the flagship curriculum area for promoting British Values at Hailey Hall School.**

LIFE SKILLS inherently endorses, supports, embraces and teaches the fundamental British values of: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Through the above, and other units, LIFE SKILLS exists to / exists to promote:

- An understanding of how citizens can influence decision-making through the democratic process.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.
- Material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
- Ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

## How you will be assessed:

LIFE SKILLS units are all coursework based against clear criteria.

## The final qualification is calculated in the following way:

Pupils are awarded points in their life skills booklets, which will be presented at the end of year 11

## How parents / carers can help:

Provide pupils with a quiet place to do homework and revision.

Watch the news together with your child at least twice per week.

## Useful website and details of course books:

- <http://filestore.aqa.org.uk/subjects/AQA-5800-W-SP.PDF>
- <https://www.pshe-association.org.uk/content.aspx?CategoryID=335>
- <http://www.citizenshipfoundation.org.uk/>

- <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

### Progression routes and career opportunities:

- Level 2 in Personal and Social Education (AQA)
- GCSE in Citizenship (AQA)
- A Level in Citizenship (AQA)

### Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Mr Adrian Devine	Subject Coordinator for LIFE SKILLS	adevine@haileyhall.herts.sch.uk	01992 465208

## Year 8 Life Skills

### LIFE SKILLS

#### Why this subject is important:

Life Skills will give pupils the opportunity to acquire the knowledge, understanding and skills they need to manage their lives. LIFE SKILLS will develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. Through LIFE SKILLS, pupils will be empowered to make informed decisions that guide them to stay healthy, happy and safe; to **enjoy and achieve in life; to make a positive contribution to society and to achieve economic well-being for themselves.**

The following programme of learning enables pupils to work towards a Level 1, qualification in employability

#### What you will learn:

Unit name	Topics	Skills and understanding
Term: 1	<ul style="list-style-type: none"> <li>• We're all stars</li> <li>• Daring to be different</li> <li>• Life skills day 1 and associated work</li> <li>• Be Friendly Be Wise</li> <li>• Anti-Bullying week</li> <li>• Firework Safety (1 week)</li> </ul>	<ol style="list-style-type: none"> <li>1. Devising a class charter</li> <li>2. Gifts and talents</li> <li>3. Exploring feelings</li> <li>4. Working cooperatively</li> <li>5. Happy playtimes</li> <li>6. Having opinions</li> </ol> <ol style="list-style-type: none"> <li>1. Similarities and differences</li> <li>2. Feeling good about yourself</li> <li>3. Surprises</li> <li>4. Hopeful and disappointed</li> <li>5. Hiding or showing feelings</li> </ol>

		<p>6. Standing up for myself</p> <ol style="list-style-type: none"> <li>1. The importance of friends</li> <li>2. Falling out with a friend</li> <li>3. Managing anger</li> <li>4. Anti-bullying</li> <li>5. What to do in an emergency</li> <li>6. E-safety</li> </ol>
Term: 2	<ul style="list-style-type: none"> <li>• Dear Diary</li> <li>• Joining in and Joining up</li> <li>• It's our world</li> <li>• Money Matters (to incorporate life skills day 2 and associated work)</li> </ul>	<ol style="list-style-type: none"> <li>1. Knowing where to go for help</li> <li>2. Taking responsibility</li> <li>3. Making wise choices</li> <li>4. Managing uncomfortable feelings - loss</li> <li>5. Dealing with worries</li> <li>6. Supporting each other</li> </ol> <ol style="list-style-type: none"> <li>1. Jobs at home and in school</li> <li>2. Representation – local council</li> <li>3. Voting and debating</li> <li>4. Having a say in the school community</li> <li>5. Voluntary, community and pressure groups</li> <li>6. Fund-raising</li> </ol> <ol style="list-style-type: none"> <li>1. Devising a class charter</li> <li>2. Understanding rules and laws</li> <li>3. Saving energy</li> <li>4. Climate change</li> </ol> <ol style="list-style-type: none"> <li>1. Keeping track of my money</li> <li>2. Paying for goods</li> <li>3. Family expenses</li> <li>4. Planning and budgeting</li> <li>5. Charity work</li> <li>6. Fund-raising for charity</li> </ol>
Term: 3	<ul style="list-style-type: none"> <li>• Living long Living strong (to incorporate life skills day 3 and associated work)</li> <li>• Team Building/problem solving exercises</li> <li>• Healthy mind, Healthy body</li> </ul>	<ol style="list-style-type: none"> <li>1. How to get fit</li> <li>2. RSE: personal space</li> <li>3. RSE: family differences</li> <li>4. Feeling happy</li> <li>5. Staying healthy</li> <li>6. Overcoming barriers to reaching goals</li> </ol> <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Training programme</li> </ul>

## Promoting British Values:

**LIFE SKILLS is the flagship curriculum area for promoting British Values at Hailey Hall School.**

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Through the above, and other units, LIFE SKILLS exists to / exists to promote:

- An understanding of how citizens can influence decision-making through the democratic process.
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- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.
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- Ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

## How you will be assessed:

LIFE SKILLS units are all coursework based against clear criteria.

## The final qualification is calculated in the following way:

4 successful units (8 credits) = Level 1 Award.

7 successful units (14 credits) = Level 1 Certificate.

## How parents / carers can help:

Provide pupils with a quiet place to do homework and revision.  
Watch the news together with your child at least twice per week.

### Useful website and details of course books:

- <http://filestore.aqa.org.uk/subjects/AQA-5800-W-SP.PDF>
- <https://www.pshe-association.org.uk/content.aspx?CategoryID=335>
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### Progression routes and career opportunities:

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## Year 9 LIFE SKILLS

### Why this subject is important:

Life Skills will give pupils the opportunity to acquire the knowledge, understanding and skills they need to manage their lives. LIFE SKILLS will develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. Through LIFE SKILLS, pupils will be empowered to make informed decisions that guide them to stay healthy, happy and safe; to enjoy and achieve in life; to make a positive contribution to society and to achieve economic well-being for themselves.

The following programme of learning enables pupils to work towards a Level 1, AQA qualification in Personal and Social Education.

### What you will learn:

Unit name	Topics	Skills and understanding
Term: 1	<ul style="list-style-type: none"><li>• We're all stars</li><li>• Daring to be different</li><li>• Life skills day 1 and associated work</li><li>• Be Friendly Be Wise</li><li>• Anti Bullying week</li></ul>	<ol style="list-style-type: none"><li>1. Devising a class charter</li><li>2. Gifts and talents</li><li>3. Exploring feelings</li><li>4. Working cooperatively</li><li>5. Communication skills</li><li>6. Role models</li></ol> <ol style="list-style-type: none"><li>1. Differences of opinion</li><li>2. Agreeing and disagreeing</li><li>3. Risky choices</li><li>4. Standing out from the crowd</li><li>5. Being assertive</li><li>6. Anti-bullying</li></ol>

	<ul style="list-style-type: none"> <li>• Firework Safety (1 week)</li> </ul>	<ol style="list-style-type: none"> <li>1. Different types of friends</li> <li>2. Conflict resolution</li> <li>3. Managing anger</li> <li>4. Anti-bullying</li> <li>5. First Aid</li> </ol>
Term: 2	<ul style="list-style-type: none"> <li>• SRE (goldsmith mancuso)</li> <li>• Planning for the future (to assist with options)</li> <li>• It's our world</li> <li>• Money Matters (to incorporate life skills day 2 and associated work)</li> </ul>	<ul style="list-style-type: none"> <li>• What can I be?</li> <li>• What do I need to get there?</li> <li>• How to look for a job</li> </ul> <ol style="list-style-type: none"> <li>1. Devising a class charter</li> <li>2. Understanding democracy</li> <li>3. Environmental awareness and responsibility</li> <li>4. Climate change</li> <li>5. Sustainability issues</li> </ol> <ol style="list-style-type: none"> <li>1. Earning money</li> <li>2. Value for money</li> <li>3. Lending and borrowing money</li> <li>4. Achieving goals</li> <li>5. Deductions and expenses</li> <li>6. Poverty</li> </ol>
Term: 3	<ul style="list-style-type: none"> <li>• Living long Living strong (to incorporate life skills day 3 and associated work)</li> <li>• Team Building/problem solving exercises</li> <li>• Healthy mind, Healthy body</li> </ul>	<ol style="list-style-type: none"> <li>1. How to define fitness</li> <li>2. What fitness types are there?</li> <li>3. How can I test for fitness?</li> <li>4. The concept of well-being</li> <li>5. Being an effective learner</li> <li>6. Role models</li> </ol> <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Training programme</li> </ul>

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