



Hailey Hall School PSHE/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

Unit name	Topics	Skills and understanding
Term: 1	<ul style="list-style-type: none"> • All about me • Anger Management Packs (5 sessions). • Debates and Discussions. • Life Skills Charter (Rules and Expectations). • Room 101. • Life Skills Passport. • The Importance of Teamwork. • Anti-Bullying. • Budgeting Task – Birthday Party. 	<ul style="list-style-type: none"> • All about me poster to get to know a bit more about our new pupils and engage in conversation with one another. • A chance to discuss and reflect on situation that anger and frustrate them personally. Looking into what coping strategies they used already and what could help them moving forward. This will hopefully help them to understand ways to support them moving forward with any behaviour issue and support they may need. • Understanding the importance of why we debate/discuss around certain issues in the world. How it can affect change and improvements in the world and why it is important to respect other people's opinions in life. • Looking at the rules and expectations within the classroom and how to behave appropriately. • Using our knowledge and understanding from our Debates and Discussions topic, the boys need to choose certain things they dislike and be able to argue their point and their reasons as to why. • Focusing on our Life Skills passport and show whether they can/cannot complete basic Life Skills. • Understanding the importance of working effectively with others, supporting your team and how you can get tasks done more efficiently. • Looking at the main types of bullying, how to get support within the school and how bullying can make people feel. • Understanding the importance of why we need to budget/why we save money/budgeting skills and helps with organisation skills.
Term: 2	<ul style="list-style-type: none"> • The Importance of Healthy Eating 	<ul style="list-style-type: none"> • How a poor diet can impact your overall health/understanding the 7 components of a balanced diet and why they are needed/setting

	<ul style="list-style-type: none"> Remember the Titans – Teamwork and Togetherness within the Film. Teamwork Game Team Game Top Trumps MHST (4 sessions). STEAM Cross Curricular Day Island Adventure. 	<p>themselves individual eating targets to help improve their diet.</p> <ul style="list-style-type: none"> Watching the film Remember the titans to reflect on the change in teamwork/togetherness/leadership demonstrated within the film and understanding the issues within America in 1970's. Create their own team game (Board game, online game, teambuilding game) etc. Using a Teamwork strategy to win and using 5 key teamwork skills within the game. Using the Characters from the Team game, they need to create Top Trumps, highlighting the 5 key skills from their games. In a discussion, explaining the strengths/weaknesses to each character. Mental Health Support Deliver 5 session to help pupils using coping strategies and coping with our emotions. Focusing on key subjects Science, Technology, Engineering, Art and Maths and looking at potential career paths and skills needed within those industries. Focusing on problem solving skills and how they would use the chosen items to help them survive on the island and help others.
Term: 3	<ul style="list-style-type: none"> Continents Around the World First Aid Equipment First Aid Scenario's DRABCD CPR Recovery Position Emergency Services. 	<ul style="list-style-type: none"> A focus on the 7 continents around the world – looking into cultures, places to visit, populations and what it looks like on the world map. Understanding the use of each piece of equipment from a First Aid box. Various Scenario's with Injuries/Illnesses that need support and advise on how to help. The process of DRABCD and why it is important to understand. When and how to put someone into the recovery position. What are the four main emergency services and how to contact in various ways.

	<ul style="list-style-type: none"> • How to deal with injuries Test (Assessment). • Understanding Different Religions around the world. 	<ul style="list-style-type: none"> • Overall recap test on the various areas covered during this topic. • Identify the six main religions around the world/looking into beliefs within that religion/why it is important to respect other people's faiths and beliefs.
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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 Paul Foster	Subject Coordinator for LIFE SKILLS	pfooster@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"> • Working on our resilience • Black History Month (Civil Rights Leaders) • Teamwork within the film Remember the titans • Life skills passport • MHST Team – Coping with our emotions. (5-week sessions). • Essential Life skills to learn. • Budgeting Task. 	<ul style="list-style-type: none"> • To be able to understand the importance of showing resilience and ways to help improve this skill with coping strategies. • To reflect on the importance of various Black Leaders from the past and how they have influenced a movement that has helped Black people to fight for their rights and equality in the world. • To reflect on how the Civil Rights Leaders at the time where impacted change in America in the 1970's. Also looking at the change/development of teamwork demonstrated through the film by the White/Black pupils in the team. • Demonstrate various skills on the Life skills passport. • Sessions delivered by the Mental Health Support Team to help pupils understand how to control and coping with our emotions. • A chance to reflect on these essential life skills (Communication, Creative thinking, problem solving, self-awareness, stress management, interpersonal skills, empathy and decision making). • Working on our budgeting skills – why is budgeting important in everyday life and a budgeting task provided.
Term: 2	<ul style="list-style-type: none"> • The importance of Healthy Eating. • Benefits of a Healthy Lifestyle. • Consequences of not living a healthy lifestyle. 	<ul style="list-style-type: none"> • Dangers of fast-food eating, 7 components of a balanced diet and a self-reflection on what they need to improve upon. • Various benefits of a healthy lifestyle and the reasons as to why? • Various consequences of a non-healthy lifestyle and the reasons as to why?

	<ul style="list-style-type: none"> • Advice on ways to live a healthier lifestyle. • Importance of healthy exercise at a young age. • Island Adventure (Problem Solving) • Watch the Cast Away – (Problem solving) • 	<ul style="list-style-type: none"> • Individual scenarios based on support with exercise and pupils to advise on what would be best suited and why? • Various reasons why it is important to exercise at a young age. How does it help with development and a chance to self-reflect on themselves and improvements needed? • If you are stuck on a deserted island. How would you use these items to help you survive on the island. Helping to develop problem solving skills. • Observing the problem-solving skills used within the film Cast Away to help his survival on the Island.
Term: 3	<p>Revisiting – How to deal with injuries topic.</p> <ul style="list-style-type: none"> • The importance of First Aid. • First Aid Equipment. • Understanding the method R.I.C.E. • How to perform CPR. • What is DRABCD? • How to put someone into the recovery position. • How to contact the emergency services. • How to deal with injuries Test (Assessment). • Respecting other faiths and beliefs. 	<ul style="list-style-type: none"> • Understanding the need for First Aid and when it is used. • Understanding the use of each piece of equipment from a First Aid box. • Understanding the method of R.I.C.E in helping the recovery from injury. • When and how to perform CPR. • The process of DRABCD and why it is important to understand. • When and how to put someone into the recovery position. • What are the four main emergency services and how to contact in various ways. • Overall recap test on the various areas covered during this topic. • Understanding religion, why it is important to respect others and a focus on the main six religions in the world.

Promoting British Values:

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- 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:

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>
- <http://www.citizenshipfoundation.org.uk/>
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Year 9 LIFE SKILLS

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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		
Term: 2		
Term: 3		

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

Progression routes and career opportunities:

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- AQA)
- GCSE in Citizenship (AQA)
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