

# **Life skills & Citizenship Policy**

**Member of SLT Responsible for Policy: H.Cornish**

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# **The Shrewsbury Academy**

## **Life skills & Citizenship Policy**

### **Introduction**

This policy has been informed by National Curriculum non-statutory guidance KS3/4 December 2014.

QCA Initial Guidance KS3 and 4. 2004

Schools for Health website

### **Description of the school**

The Shrewsbury Academy Cordon Crescent and Worcester Road Campus serves an urban area in the north of Shrewsbury. The proportion of pupils eligible for free school meals is above average, as is the proportion with learning difficulties and/or disabilities. Almost all students are White British although a growing number are from Eastern Europe and are in the early stages of learning English

### **Aims of National Curriculum**

Aims for the School Curriculum

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

### **Rationale for PSHE**

Life Skills and Citizenship 3 and 4 helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Through work in lesson time and a wide range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. Life skills & Citizenship gives pupils opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops pupils' well being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choices of courses and career. Life skills & Citizenship at Key Stage 3 and 4 builds on pupils' own experiences and on work covered at Key Stages 1 and 2 and complements

citizenship on the curriculum, which covers public policy dilemmas related to health, law and family.

### **The Framework for Life skills & Citizenship**

The knowledge, skills and understanding to be taught in 3 interrelated sections:

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Developing a healthy, safer lifestyle.
3. Developing good relationships and respecting the differences between people.

### **The Life Skills & Citizenship Curriculum**

#### **1. Provision**

At Shrewsbury Academy Life skills & Citizenship is delivered within a whole school approach, which includes:-

- Discrete curriculum time delivered by form tutors as far as possible.
- Teaching life skills & citizenship through other curriculum areas.
- Through activities, assemblies and visiting speakers.
- Through pastoral care and guidance.

#### **2. Teaching methods and Learning Approaches**

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies.
- High order questioning skills.
- Climate building and ground rules.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Drama and role-play.
- Use of theatre in education.
- Discussion and debate.

#### **3. Assessment, Recording and Reporting**

Students are assessed on

- Pupils' knowledge and understanding, for example, information on health, understanding of procedures including health and safety
- How well pupils can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions,

group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

Assessment in Lifeskills & Citizenship does not imply that pupils are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This can be particularly important in working with pupils from diverse backgrounds or who emotional and behavioural difficulties. A record of pupils' progress and portfolios of work will provide evidence for reports to parents that might include the pupils' contributions to the life of the school.

4. Resources

Schemes of work, resources, power points, liaison with teaching staff and organisation of visitors and events are the responsibility of the Life Skills Coordinator, who is working with the PSHE Advisor to update and organise the School's provision.

**Schools for Health (National Healthy School Standard)**

Shrewsbury Academy is working with local partners, agencies, theatre in education companies, LEA advisers and consultants to ensure appropriate provision with reference to:-

Transition - Yr7	Youth for Christ
<ul style="list-style-type: none"> <li>• Citizenship (extending opportunities for pupil participation)</li> </ul>	Fire and Rescue Service Youth Inclusion Team Local Magistrates
<ul style="list-style-type: none"> <li>• Emotional health (including bullying, self-esteem, anti-racism, etc).</li> </ul>	CHAT, Banardo's Family Support Worker, MAT, School Nurse, RISQ Counsellor
<ul style="list-style-type: none"> <li>• Sex and relationship education</li> </ul>	Loudmouth Theatre – Respect yourself programme School Nurse
<ul style="list-style-type: none"> <li>• Drug education</li> </ul>	Substance Misuse Team
<ul style="list-style-type: none"> <li>• Safety</li> </ul>	Fire and Rescue Service Community Police Malcolm Farrer – Road Safety
<ul style="list-style-type: none"> <li>• Healthy eating</li> </ul>	Food Technology
<ul style="list-style-type: none"> <li>• Physical activity</li> </ul>	PE lessons
<ul style="list-style-type: none"> <li>• College Applications</li> </ul>	S.K.A. Sam Knox-Allman Shropshire Youth

## Role of Lifeskills Co-ordinator

The Co-ordinator will:

- Raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities.
- Establish a shared view of best practice to which all pupils are entitled.
- Lead policy development.
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for staff.
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant LEA courses and network meetings.

## Answering Difficult Questions SMSC

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Co-ordinator concerned.

A growing number of community based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in drugs education in schools.

There are opportunities to use community based agencies in schools in order to accelerate the development of programmes and policies. **Careful consideration needs to be given to issues of content, co-ordination and consistency:** external support should be provided in partnership with the teacher.

At Shrewsbury Academy all community based agencies who visit to provide curriculum support, are issued with "guidance for visitors" which outlines the following:

- The school's aims, ethos and policies
- How to plan their involvement in the light of the aims and curriculum at the school.
- How to use engaging teaching and learning methods which involve the pupils actively.
- To communicate at appropriate levels for the age group concerned.
- To make clear to pupils who they are, who they represent and what they are offering.
- Ways of speaking to children, which communicate their open approach, avoiding any hidden agendas.

Prior to agencies attending the school, relevant staff should ensure that:

- Appropriate checks have been made.
- Their input is integrated within a planned programme.
- Appropriate planning sheets/lesson plans have been produced.
- School/class background information has been issued.
- Resources have been checked for suitability
- Confirmation of dates and times have been confirmed in writing.
- An evaluation process has been agreed.

### **Dissemination and Professional Development**

This policy will be shared with:-

- Teachers by N.J.Higgins
- Governors by M.Hoosen
- Parents by consultation
- Students H.Cornish/M/Lovatt, via Student Council

Staff will be given regular opportunities to develop their thinking and skills in delivery of Lifeskills & citizenship by, for example:

- INSET & SUPPORT

## Appendix 1

The following has been produced from: The National Curriculum Handbook for Secondary Teachers in England (DfEE/QCA)

### **Key Stage 3**

During key stage 3 pupils learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. They become more self aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in key stage 2, learning new skills to help them make decisions and play an active part in their personal and social life. They learn how to plan and manage choices for their courses and career. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn to cope with changing relationships and understand how these can affect their health and well-being. They make the most of new opportunities to take part in the life of the school and its communities.

### **Knowledge, skills and understanding**

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:
  - a) to reflect on and assess their strengths in relation to personality, work and leisure
  - b) to respect the differences between people as they develop their own sense of identity
  - c) to recognise how others see them, and be able to give and receive constructive feedback and praise
  - d) to recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations
  - e) to relate job opportunities to their personal qualifications and skills and understand how the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work
  - f) to plan realistic targets for key stage 4, seeking out information and asking for help with career plans
  - g) what influences how we spend or save money and how to become competent at managing personal money.

Developing a healthy, safer lifestyle

2. Pupils should be taught:
  - a) To recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
  - b) How to keep healthy and what influences health, including the media

- c) That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- d) Basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs
- e) In a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- f) To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- g) To recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help
- h) Basic emergency aid procedures and where to get help and support

#### Developing good relationships and respecting the differences between people

#### 3. Pupils should be taught:

- a) About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively
- b) How to empathise with people different from themselves
- c) About the nature of friendship and how to make and keep friends
- d) To recognise some of the cultural norms in society, including the range of lifestyles and relationships
- e) The changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- f) Family relationships, marriage, same sex marriage.
- g) About the role and feelings of parents and carers and the value of family life
- h) To recognise that goodwill is essential to positive and constructive relationships
- i) To negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- j) To resist pressure to do wrong, to recognise when others need help and how to support them
- k) To communicate confidently with their peers and adults.

#### Breadth of opportunities

#### 4. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a) Take responsibility (for example, for carrying out tasks and meeting deadlines such as taking assembly, running the school newspaper)
- b) Feel positive about themselves (for example, by taking part in a public performance)
- c) Participate (for example, in developing and putting into practice school policies about anti-bullying; in an action research project designed to reduce crime and improve personal safety in their neighbourhood)
- d) Make real choices and decisions (for example, about options for their future, based on their own research and career portfolios)



- e) Meet and work with people (for example, people who can give them reliable information about health and safety issues, such as school nurses, community drug awareness workers)
- f) Develop relationships (for example, by working together in a range of groups and social settings with their peers and others; by being responsible for a mini-enterprise scheme as part of a small group)
- g) Consider social and moral dilemmas (for example, how the choices they make as consumers affect others people's economies and environment)
- h) Find information and advice (for example, about the risks of early sexual activity, drug misuse, self-defence for keeping safe)
- i) Prepare for change (for example, by anticipating problems caused by changing family relationships and friendships, and by preparing for new styles of learning at key stage 4).

## **Key Stage 4**

During key stage 4 pupils use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in school and the wider community. They develop the self-awareness and confidence needed for adult life, further learning and work. They have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them. They develop their ability to weigh up alternative courses of action for health and well-being. They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions. They learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.

## **Knowledge, skills and understanding**

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:
  - a) To be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals
  - b) To have a sense of their own identity and present themselves confidently in a range of situations
  - c) To be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience
  - d) To recognise influences, pressures and sources of help and respond to them appropriately
  - e) To use a range of financial tools and services, including budgeting and saving, in managing personal money
  - f) About the options open to them post-16, including employment and continuing education and training, and about their financial implications
  - g) To use the careers service to help them choose their next steps, negotiate and plan their post-16 choices with parents and others,

develop career management skills, and prepare and put into practice personal action plans.

### Developing a healthy, safer lifestyle

#### 2. Pupils should be taught:

- a) To think about the alternatives and long and short term consequences when making decisions about personal health
- b) To use assertiveness skills to resist unhelpful pressure
- c) The causes, symptoms and treatments for stress and depressions, and to identify strategies for prevention and management
- d) About the link between eating patterns and self-image, including eating disorders
- e) About the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make
- f) In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- g) To seek professional advice confidently and find information about health
- h) To recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques.

### Developing good relationships and respecting the differences between people

#### 3. Pupils should be taught:

- a) About the diversity of different ethnic groups and the power of prejudice
- b) To be aware of exploitation in relationships
- c) To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
- d) To work co-operatively with a range of people who are different from themselves
- e) To talk about relationships and feelings
- f) To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- g) About the nature of marriage for family life and bringing up children
- h) About the role and responsibilities of a parent, and the qualities of good parenting and its value to family life
- i) About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- j) To know about the statutory and voluntary organisations that support relationships in crisis
- k) To develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities.

## Breadth of opportunities

4. During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:
  - a) Take responsibility (for example, by representing the school to visitors and at outside events)
  - b) Feel positive about themselves (for example, by gaining recognition for the role they play in school life, such as organising activities for younger pupils or working in a resource centre)
  - c) Participate (for example, in an initiative to improve their local community; in challenging activities involving physical performance, public performance organised events outside the school)
  - d) Make real choices and decisions (for example, about their priorities, plans and use of time; about their choices post-16, with regular review and support)
  - e) Meet and work with people with skills (for example, through activities such as work experience and days; through having an employer as a mentor)
  - f) Develop relationships (for example, by discussing relationships in single and mixed sex groups)
  - g) Consider social and moral dilemmas (for example, young parenthood, genetic engineering, attitudes to the law)
  - h) Find information and provide advice (for example, by providing peer support services to other pupils)
  - i) Prepare for change (for example, in relation to progression to further education and training)

### key websites:

School for Health Website  
PSHE Association  
Handicap international

## Appendix 2

### Answering Difficult Questions

#### Appendix 2a

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of Lifeskills & Citizenship. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

#### *Ground Rules and Distancing Techniques*

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way

#### *Dealing with Questions*

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Headteacher should be informed and the usual child protection procedures followed.

#### Appendix 2b

### **GUIDANCE ON THE TEACHING OF CONTROVERSIAL ISSUES A Summary of “Citizenship at Key Stages 3 and 4” – QCA: Spring 2004**

#### 1. SUMMARY OF THE STATUTORY REQUIREMENTS

The Education Act 1996 aims to ensure that children are not presented with only one side of political or controversial issues by their teachers.

**Section 406** of the Act requires school governing bodies, headteachers and LEAs to forbid the promotion of partisan political views in the teaching of any subject in schools; and to forbid the pursuit of partisan political activities by pupils under age 12 while in school.

**Section 407** requires them to take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation or opposing views.

**Complaints:** If anyone has reason to believe that a school is not complying with these requirements, they may make a formal complaint to the governing body under statutory local arrangements for considering complaints about curricular matters. If dissatisfied with the governors' response they may refer the complaint to the LEA, in the case of an LEA-maintained school, and, ultimately, to the Secretary of State (*in the case of either an LEA-maintained or grant-maintained school*).

## 2. ISSUES FOR TEACHERS TO CONSIDER

Teachers will need to consider the following:

- ensuring that pupils have access to balanced information and differing views on which they can clarify their own opinions and views (*including contributions made by visitors to the classroom*);
- deciding whether, and if so how far, they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the Framework of the school's values;
- ensuring pupils establish ground rules about how they will behave towards each other and how issues will be dealt with;
- judging when to allow pupils to discuss issues confidentially in small groups and when to support by listening in to these group discussions; and
- ensuring they take due care for the needs of individuals in the class when tackling issues of social; cultural or personal identity.

## 3. THE NEED FOR BALANCE

In the teaching of controversial issues there is always the risk of bias, whether unwitting or otherwise. Teachers should adopt strategies that will teach pupils how to recognise bias, how to evaluate evidence put before them, how to look for different interpretations, views and sources of evidence and how to give reasons for what they say and do. Experienced teachers will seek to avoid bias by resisting any inclination to:

- highlight a particular selection of facts or items of evidence thereby giving them a greater importance than other equally relevant information;
- present information as if it is not open to alternative interpretation or qualification or contradiction;
- set themselves up as the sole authority not only on matters of "fact" but also on matters of opinion;
- present opinions and other value judgements as if they are facts;

- give their own accounts of the views of others instead of using the actual claims and assertions as expressed by various interest groups themselves;
- reveal their own preferences by facial expressions, gestures, tones of voice, etc.;
- imply preferences by a particular choice of respondents or by not opening up opportunities for all pupils to contribute their views to a discussion; or
- neglect challenging a consensus of opinions, which emerges too readily.

Experienced teacher would also feel secure in establishing a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or by their peers.

**N.B.** *The need for balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are some behaviours that we should not tolerate (eg. Racism, bullying, cruelty).*

#### 4. CONFIDENTIALITY

Pupils occasionally make personal disclosures, either in class or to individual teachers. A school policy about confidentiality should provide guidance for teachers. The following general principles should be considered:

- All parties need to be clear about the rules of confidentiality. Information about pupils should not be passed on indiscriminately. The headteacher may wish to be informed in all or some circumstances; staff have a contractual obligation to comply;
- Teachers are not able to offer pupils or their parents unconditional confidentiality. If staff receive information about behaviour likely to cause harm to the young person or to others, they must use the school's child protection procedures;
- In lessons, teachers should establish from the beginning that it is inappropriate to disclose some personal information. Pupils need to be clear about not putting pressure on one another to answer questions about their own experiences. This also applies to staff;
- Teachers should make it clear to pupils that, although most information can be kept confidential, some may need to be passed on in the young person's best interests. However, the pupils will need to know when this has to happen, what will be done with the information and who will have access to it;
- In the case of illegal activity, action should be taken in the best interests of the pupil. This does not necessarily involve information informing the police (*eg. Teachers are not statutorily required to inform the police about illegal drug activity*). The school's police liaison officer will provide guidance about specific instances;
- Teachers are not obliged to pass on information about pupils to their parents, although where the teacher believes the pupil to be at moral or physical risk,

or in breach of the law, they must ensure that the pupil is aware of the risks and to encourage them to seek support from their parents;

- Where outside agencies and others provide support for the citizenship programme in school, they must be made aware of and abide by the school policy about disclosures and confidentiality. However, they may also have a role in providing advice and support directly to pupils. The boundary between these two roles must be agreed with the school and the distinction, in terms of right to confidentiality, be made clear to the pupils;
- Other professions are bound by their own codes of confidentiality. For example, health professionals, such as the school nurse, are bound by the medical code of confidentiality in their work with children and young people.