



**DROYLSDEN**  
Academy

# **Personal, Social and Life Skills Education Policy**

## **1 Introduction and Purpose**

- 1.1 PHSE and Life Skills Education are at the very heart of our belief that every child should be taught how to lead healthy and safe lifestyles.
- 1.2 We believe that most personal, social and attitudinal learning should be implicit and embedded in the day to day life of the Academy – the way we communicate and respect each other, the way we conduct ourselves, our approach to nutrition and exercise, health and safety and the good maintenance of our environment.
- 1.3 We also believe in the need for an explicit and directly taught curriculum focusing on Healthy Relationships (including the statutory elements of Relationships and Sex Education, Health and Well-being and Living in the Wider World (which includes aspects of CEIAG and Citizenship).

## **2 Aims**

- 2.1 We will:
- Give students the practical knowledge and skills they need to help them live healthily and deal with the moral, social and cultural issues they face as they approach adulthood.
  - Provide an embedded and directly taught programme for personal, social, emotional and attitudinal learning that is clearly identified and of high status within the Academy.
- 2.2 This is based on the belief in the fundamental value of these experiences.

## **3 Guidance and Procedures**

- 3.1 We base our work on the strands that are listed in the National Curriculum, the statutory guidance relating to Relationships and Sex Education and Health Education, and the Gatsby Benchmarks, as well as non-statutory guidance from organisations like the PSHE Association.
1. Developing confidence and responsibility and making the most of their abilities
  2. Developing a healthy, safer lifestyle
  3. Developing good relationships and respecting the differences between people.
- 3.2 This is done in three distinct ways:
- 3.2.1 The Distinct Curriculum:
- Life Skills (Taught in Years 7, 8 and 9) and in whole year group Drop Down Days
  - Specific elements of PSHE mapped and taught across subject curriculums
  - Relationships and Sex Education, Health and Drugs and Alcohol Education specifically in Physical Education, Health & Social Care, Religious Studies, Humanities and Science
  - The Pastoral (Tutorial Time) Programme
- 3.2.2 The Generic Curriculum:
- Academy ethos
  - Assemblies
  - Extra-curricular activities and Electives

- Character Development
- Academy behaviour policies and high expectations of progress and behaviour
- Student Voice activities
- House charity work
- Elections for Student Council
- Prefect duties
- Mentoring
- Educational visits and trips
- Residential experiences
- Sports Teams and other activities e.g. Sports Leadership

### 3.2.3 Cross-Curriculum:

- Elements of PSHE and Life Skills are revisited in other subject areas to make connections such as Geography, English and Technology
- The Academy will make full use of outside agencies and locality teams in ensuring that relevant staff training takes place and also in the delivery of parts of the Life Skills programme (when appropriate)
- Bespoke work with individual students in the OBC.

## 4 Links

- 4.1 This policy links to our Academy policies on; Relationships and Sex Education, Drugs and Alcohol, Behaviour, Continuing Professional Development, Teaching and Learning and Spiritual, Moral, Social and Cultural Development.

## 5 Monitoring, Evaluation and Review

This policy will be monitored by the Assistant Headteacher and evaluated and reviewed by Student Voice Groups.