

Life Skills

Curriculum Intent

Life Skills at Carnforth High School aims to develop the knowledge, skills and attributes within students to enable them to thrive as individuals and manage their lives both now and in the future. Our curriculum is built with the aim to help pupils to stay healthy, safe and to prepare them for life and work in modern Britain; whilst also building wider learning skills such as curiosity and respect to help pupils achieve their academic potential across the school. We strive to help our pupils understand the importance of community and offer a safe place for them to build the skills to respect others regardless of differences. Students will be encouraged to look at how they can actively and positively contribute to society, to enjoy learning and see it as a lifelong process.

We aim to engage students, parents and staff in the ongoing development of the curriculum as we all work together to enable our students to manage critical opportunities, challenges and responsibilities that they will inevitably face as they grow up. The safety of our students is paramount within lessons, and we strive to build a positive and safe classroom environment for students to discuss some difficult and potentially controversial topics. We aim to support student wellbeing as we address issues that can affect their ability to learn.

Life Skills at Carnforth High School combines Personal, Social, Health and Economic Education (PSHEE), Spiritual, Moral, Social and Cultural (SMSC) education and Citizenship. These lessons include the content within the government's statutory framework on health, relationships and sex education, though these are also delivered across the school in other subject areas (for example online safety is also covered in Computing).

The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead.

As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their skills to navigate the world well, to help them build a strong sense of their own values so they can make the right decisions for them and have the confidence to stick to them.

Implementation

Life Skills is delivered by a teaching team of 11 experienced teachers. They have all taught aspects of PSHE previously and will have the opportunity for a variety of in-school CPD opportunities throughout the year to bolster their knowledge.

Through the consultation processes, a range of skills have been identified as being important for students at CHS. These are *resilience, reflection, discussion (Disagreeing well), confidence/independence, empathy, respect, self-control and interest in the wider world.*

We are utilising a spiral curriculum, whereby students come back to similar topics every year, but each year the content is developed more thoroughly and in line with their maturity.

For example, in Autumn 2, Year 7 we look at 'friendship skills & bullying', this strand is then picked up again in Spring 1, Year 8 when we cover 'boundaries and healthy relationships'. In Year 9, Spring 2 we pick up upon this learning and extend it when we cover 'healthy/unhealthy relationships and control/domestic abuse' and then in Year 10 we look further at 'unhealthy & abusive relationships'. Throughout all our lessons there will be a strong emphasis on ensuring that students know where to access support both inside and outside school should they need to.

Our curriculum will be continuously updated as we consult with students, Life teachers and parents throughout the year. Our provision in Life covers the statutory content with some flexibility using the Enrichment Days for us to be able to react to student needs as well as things that might be happening in wider society.

KS3

Year 7 – In year 7, students will begin to develop their independence, aspirations, autonomy and advocacy. They will begin to consider their choices and influences, their independence and aspirations.

Developing goal setting, organisation skills & self-awareness. Students will develop self-awareness through exploring their personal identity and identifying core values, consider how identity and values can support goal setting for the future, think about their skills to support learning e.g. teamwork and organisation, consider school rules and people who can help with transition and consider how to demonstrate respect in the school community.

Developing empathy, compassion and communication. Students will built their skills to make and maintain new friendships, consider how to empathise with, and show compassion for peers and how to recognise loneliness and isolation, and strategies to include others. They will think about how to communicate safely online, how to recognise bullying in all its forms, consider strategies for challenging bullying, including online and about how and where to communicate concerns about friendships and bullying, including online.

Developing agency, strategies to manage influence and decision making. Students will learn how to recognise, express and manage emotions to promote daily wellbeing, about influences on diet and exercise choices, about how to make healthy and informed decisions about maintaining hygiene and dental health and about the importance of sleep and maintaining healthy sleep habits.

Developing self-confidence and self- worth. Students will learn ways to develop self-confidence and feelings of self-worth, about the impact of puberty on emotional wellbeing and self- concept, and ways to manage this. They will learn about the physical changes that occur during puberty, including periods and wet dreams; about menstrual wellbeing and strategies to manage it and how to manage influences on body satisfaction e.g. online media.

Developing assertive communication, risk management and support-seeking skills. Students will learn about rights, responsibilities and how to respect and advocate for them, including online. They will look at how to assertively communicate and negotiate boundaries with friends and in other relationships, including online. They will learn about the importance of consent and the relationship between personal boundaries and human rights. They will consider how to seek help for themselves or others, in relation to unwanted contact and about how to safely access help for themselves or others if concerned about FGM or forced marriage.

Developing agency and decision-making skills. Students will learn how to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol. They will look at the skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco. They will learn about personal safety in increasingly independent contexts e.g. travel safety and how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries, as well as how to assess when to contact emergency services.

Year 8 – In year 8, students will continue to develop their independence, aspirations, autonomy and advocacy. They will continue to consider their choices and influences, their independence and aspirations.

Developing risk management skills, analytical skills and strategies to identify bias. Students to learn information online can be manipulated, misrepresented or fake and how to critically analyse different sources of information. They will consider how to assess the reliability of media sources and critique social media content and how to safely manage personal information online. They will also learn strategies to maintain a positive presence online

Developing respect for beliefs, values and opinions and advocacy skills. Students will learn about the importance of equality and diversity and how to celebrate these. They will look at how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others. They will consider how to recognise and challenge stereotypes and the impact of stereotypes on perceptions of others. They will learn strategies to communicate concerns about, and challenge, prejudice and discrimination.

Developing agency and strategies to manage influence and access support. Students will learn how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use. They will learn about the laws relating to substances, strategies to manage influence in relation to substances and about contraception and how to access advice and support in relation to sexual health. They will consider how to balance time online with other activities and how to recognise and manage influences online.

Developing goal setting, motivation and self-awareness. Students to consider how to develop self-awareness by identifying personal and academic strengths and interests. They will learn how to increase motivation by setting aspirational goals and about different careers and routes to employment. They will consider employment trends, how they can inform decision-making and how to manage emotions relating to future employment and career choices.

Developing communication and negotiation skills, clarifying values and strategies to manage influence: Students to learn about the features of healthy and unhealthy relationships and how to maintain respectful relationships, including online. They will learn about sexual orientation, gender identity and diversity in sexual attraction and how to assertively communicate and negotiate boundaries in relationships. They will consider the law relating to consent and how to seek, give, and not give consent, alongside learning strategies to assess readiness for intimacy and manage pressure in relationships and how to manage requests to share intimate images, including where, when and how to report concerns. They will also learn skills and strategies to manage conflict and consider sources of support and how to access them.

Developing agency and strategies to manage influence and access support. Students will learn about the link between physical and mental wellbeing, about the importance of positive mental health and emotional wellbeing and how to maintain these. They will consider attitudes towards mental health and how to challenge myths and stigma. They will look at how to recognise and manage influences and make healthy, informed decisions about maintaining physical health and how to access appropriate support in relation to mental and physical health.

Year 9 – In year 9, students will continue to develop their independence, aspirations, autonomy and advocacy. They will continue to consider their choices and influences, their independence and aspirations.

Developing self-confidence, risk management and strategies to manage influence. Students will learn how to manage difficulties and challenges in friendships. They will learn about how to assertively communicate values and beliefs in challenging situations and strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime. They will evaluate attitudes and social norms in relation to substance use and consider the risks and consequences of substance misuse. Lastly, they will look at exit strategies in risky or dangerous situations and how to access support.

Developing empathy, compassion and strategies to access support. Students will learn how to build digital resilience for emotional wellbeing and about maintaining mental health and emotional wellbeing, including healthy coping strategies. They will learn how to recognise warning signs of unhealthy coping strategies, including self-harm and eating disorders, as well as how to access help and support in relation to mental health and emotional wellbeing. They will learn to recognise new opportunities that change can bring

strategies for managing loss and change and how to empathise with and show compassion for peers.

Developing analytical skills and strategies to identify bias and manage influence. Students will learn how to recognise and manage the impact of the media and advertising on decision making, including online. They will learn about saving, borrowing and how to manage money, alongside how to make informed financial choices and where and how to seek help, advice and support if needed about the risks related to gambling behaviours and chance-based transactions, including online. They will also consider how to identify common forms of fraud and online scams and how to access help in relation to gambling harms or fraud.

Developing assertive communication, clarifying values and strategies to manage influence. Students will learn about the features of healthy and unhealthy relationships, including online, how to maintain respectful relationships, including online and about sexual orientation, gender identity and diversity in sexual attraction. They will learn how to assertively communicate and negotiate boundaries in relationships and about the law relating to consent and how to seek, give, and not give consent. They will consider strategies to assess readiness for intimacy and manage pressure in relationships and how to manage requests to share intimate images, including where, when and how to report concerns

Developing decision making, risk management and support-seeking skills. Students will learn how to make informed decisions about sexual health and access reliable advice and support. They will learn about sexually transmitted infections and how to reduce chances of transmission, whilst also considering how to choose and access contraception. They will consider the consequences of unintended pregnancy and how to access appropriate support. They will learn about health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of testicular cancer.

Developing goal setting, analytical skills and decision making. Students will learn how to evaluate influences on, and sources of advice for GCSE options and careers and consider how to make informed decisions about GCSE options in relation to their future goals. They will learn skills for enterprise and employability laws and rights relating to young people's employment.

Year 10 – In year 10, students will continue to develop their independence, aspirations, autonomy and advocacy. They will continue to consider their choices and influences, their independence and aspirations.

Developing self-awareness, goal setting, adaptability and organisation skills. Students will learn skills to improve adaptability and resilience during periods of change or transition and strategies to manage change. They will continue learning skills for key stage 4, e.g. organisation, time management and goal setting. They will look at common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies. With this, they will also consider strategies for managing common mental health concerns, including stress management techniques and think about the impact and consequences of substance use, including addiction, on physical and mental health, life chances and personal safety.

Developing empathy and compassion, strategies to manage influence and assertive communication. Students will learn about relationship expectations and how to identify and evaluate own beliefs and values in relation to these. They will consider how to assertively communicate relationship expectations and how to recognise manipulation and coercion, how to seek and assertively give or not give consent. They will learn how to evaluate and manage the

influence of pornography and how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online. They will consider how to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online and how to respond to harassment, including online, and violence, including where to seek help.

Developing agency, decision making and strategies to manage influence and access support. Students to consider how to identify risky and emergency situations, including online, thinking about how and when to seek help. They will learn about the importance of seeking help and giving accurate information, even in cases where there may be legal consequences for those involved and think about how to identify and manage the impact of substance use on personal safety, decision making and sexual behaviour. They will consolidate their first aid and life-saving skills and evaluate and manage the opportunities and risks of establishing and conducting relationships online. They will consider how to behave legally, ethically and responsibly online, including in online aspects of relationships and how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences.

Developing goal setting, leadership and presentation skills. Students will consider options available in education, training and employment post-16 and learn how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews. They will consider the importance of skills for employability, e.g. leadership, teamwork and presentation skills and learn how to create and present a positive personal image and a positive online presence. They will also assess and evaluate their strengths to set realistic, aspirational goals.

Developing respect for diversity, risk management and support-seeking skills. Students will learn how to make informed decisions about marriage and other long-term commitments and about the unacceptability of forced marriage and how to safely seek help. They will consider how to respect diversity in gender identity, sexual orientation, faith, race and disability, especially thinking about rights, roles and responsibilities in a diverse society and how to respect and advocate for them. They will learn strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010). They will consider how to manage the influence of gender and sexual norms and stereotyping and learn about the support available to people with protected characteristics and how to access advice and help for self or others.

Developing motivation, organisation, leadership and presentation skills. Students will learn how to independently research and apply for work experience opportunities. They will learn about rights and responsibilities in the workplace, including in relation to health and safety and consider how to evaluate and reflect on their work experience and use this evaluation to inform future goal setting. They will evaluate the changing patterns and trends in the labour market, locally, nationally and internationally and consider how to benefit from opportunities online for career development and manage potential challenges. They will learn positive and safe ways to create and share content online and how to take advantage of the opportunities this may offer

Year 11 – In year 11, students will continue to develop their independence, aspirations, autonomy and advocacy. They will continue to consider their choices and influences, their independence and aspirations.

Developing resilience and risk management skills. Students will learn how to make informed choices about money management, about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved. They will learn how to assess and evaluate the behaviours and influence of role models. They will consider how personal values influence decisions and behaviour in all aspects of life and learn about the challenges and opportunities transition to adulthood brings. Lastly, they will consider strategies to promote personal safety in new and independent settings, including online.

Developing confidence, self-worth, adaptability and decision-making skills. Students will learn how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures. They will consider how to make informed decisions about different education and career pathways and learn about different types of employment and their contractual terms, including full-time, part-time, self-employment and zero hours. They will learn how to evaluate the financial advantages, disadvantages and risks in relation to different models of employment, whilst learning how to set realistic yet aspirational life goals.

Developing confidence, agency and support-seeking skills. Students will consider how to manage influences to make healthy lifestyle choices. They will learn how and why to maintain a healthy balance between time online and other activities and think about how to access health services with confidence, e.g. smoking cessation, dental and GP services. They will learn how to monitor health, e.g. through self-examination and using screening services, as well as how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds. They will learn about blood, organ and stem cell donation and how to make informed decisions in relation to these.

Developing communication and negotiation skills, risk management and support-seeking skills. Students will learn how to communicate personal values in relationships, how to recognise the importance of respect, pleasure and equity in intimate relationships. They will consider ways to effectively choose, negotiate and use contraception and maintain sexual health. They will learn about sexual health services, locally, nationally and online, and how to use and access them. They will also consider how to manage relationship changes safely and respectfully, and think about relationship challenges, how to manage strong emotions and communicate effectively at such times.

Developing empathy and compassion, clarifying values and support-seeking skills. Students will learn about different types of relationships and families, including single parents, stepparents, same sex parents, blended families, foster and adoptive parents. They will consider how to identify and evaluate parenting skills and assess readiness for parenthood. They will consider how fertility changes over time and evaluate the implications of this, evaluating beliefs, influences and circumstances that inform decisions in relation to pregnancy. They will look at how to access appropriate advice and support in relation to pregnancy, including miscarriage and consider strategies to manage grief and loss, including bereavement and how to access support for self or others. They will develop skills to show compassion and empathy for others who are experiencing challenging situations

Impact

Assessment

Life Skills will be formatively assessed throughout every lesson; assessment tasks are built into the lesson plans and resources, to ensure that teaching staff can ascertain whether students are understanding and improving their knowledge and skills. Some examples of these are: adding to baseline assessments, structured questioning, mini-plenaries, feedback activities, continuums, diamond-9 activities and discussion tasks.

Life Skills will be assessed in a summative manner using baseline/endpoint assessments within most lessons, one peer assessment and one teacher assessment per half term. The types of assessments vary depending on the content covered. Some examples of these are: extended writing, offering advice from scenarios, suggesting endings to situations, quizzes and role-play.

Students are assessed according to 'I can' statements which are based upon lesson outcome criteria and are focused on students' demonstration of knowledge and skills. Assessments are built with reflection time once students receive feedback, to ensure that they are useful to students and working towards the goal of building and improving students' key skills as highlighted above.



Starter activities, Enrichment Days, Assemblies and form times will be used throughout the year to revisit and build upon learning to try to develop strong retention of key topics for our students. These key topics have been highlighted through the parent/student/staff consultations and from talking to pastoral leads and form tutors.

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