



# THE HERMITAGE SCHOOLS

*Inspire, Learn, Achieve*

## Life Skills Policy

Person responsible:	Life Skill Leaders
Date adopted:	Summer 2023
Date of last review:	Summer 2026
Date of next review:	Summer 2029

### 1. Aims

The Hermitage Schools Life Skills Curriculum teaches Personal, Social, Health and Economic (PSHE) Education and the statutory Health, Relationship and Sex Education, as well as the additional skills and knowledge that we feel are important for our children to acquire in order to live a happy, healthy and fulfilling life. Children's spiritual, moral, social and cultural (SMSC) development is also promoted throughout our Life Skills curriculum and our schools' values.

We believe that the culture, ethos and environment of a school influences the health and wellbeing of children and their readiness to learn. Through our Life Skills curriculum we aim to embed the positive values of positivity, respect, integrity, responsibility, resilience and co-operation, alongside the acceptance and appreciation of inclusivity and diversity, and the support of healthy bodies and healthy minds.

Our spiral curriculum enables all children to develop the skills and knowledge they need to become successful individuals, confident learners and responsible citizens. Children are introduced to the concept of a 'healthy bodies, healthy minds' approach and taught how their brain works, how new connections are formed, and the zones of regulation.

### 2. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach Relationships Education under the Children and Social Work Act 2017, in line with statutory guidance, and Health Education under the same guidance. Please refer to our Relationship and Sex Education (RSE) Policy for further information.

As part of the Education Act 2002 and the Academies Act 2010, all schools must provide a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society, while preparing children for the opportunities, responsibilities and experiences of later life.

In accordance with updated RSHE statutory guidance (2025), our curriculum also includes explicit teaching on:

- online misinformation and disinformation
- harmful online influence including deepfakes and AI-generated content
- personal safety (road, water, fire and railway)
- accurate anatomical vocabulary for safeguarding
- tackling misogyny and harmful gender stereotypes
- promoting healthy, respectful attitudes that prevent violence against women and girls (VAWG)

### 3. Life Skills Curriculum

#### Intent

To deliver a curriculum that is accessible to all and maximises outcomes for every child so that they know more, remember more and understand more. As a result, children become healthy, independent and responsible members of society who understand how they are developing personally and socially and feel confident tackling the moral, social and cultural issues they encounter growing up.

We provide opportunities for children to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Children are encouraged to develop self-worth by contributing positively to school life and the wider community.

#### Implementation

Personal, Social and Emotional Development (PSED) is a Prime Area in EYFS. In KS1 and KS2, discrete lessons are taught alongside ongoing opportunities to discuss and embed learning throughout the day. Life Skills lessons are organised under the themes of –

1. Me and my Relationships
2. Valuing Difference
3. Keeping Safe
4. Rights and Respect
5. Being my Best
6. Growing and Changing

To ensure alignment with updated RSHE guidance statutory from September 2026, all additions are highlighted in yellow on the Long Term Plan (**Appendix A**)

#### In addition to Life Skills lessons, we:

- explicitly teach personal safety including road, water, fire and railway safety
- teach strengthened mental health content including recognising grief, loss and bereavement
- teach and model our School Values
- follow our Behaviour and Wellbeing Policy
- use emotional coaching
- teach self-regulation strategies and positive self-talk
- encourage growth mindset
- use circle time such as check-ins, check-ups and check-outs
- provide opportunities to understand rights and responsibilities (e.g. School councils, Eco Warriors, Wellbeing Ambassadors)

- build children's sense of self-worth through roles and responsibilities
- employ trained School Emotional Literacy Support Assistants (ELSA)
- Follow our **ROCK** Rules
  - Respectful
  - Open
  - Confidential
  - Kind

## 4. Impact

Children will:

- have a healthy outlook towards school
- maintain good physical and mental health
- show resilience in the face of challenges
- develop a healthy growth mindset
- form healthy relationships
- understand age-appropriate aspects of Health and Relationship Education
- respect themselves and others
- develop positive body image
- foster British Values (Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty)

Assessment is ongoing through observation, discussion, questioning and pupil self-assessment.

## 5. Organisation of PSHE

We use a range of teaching styles appropriate to age and need. Active learning is prioritised through discussion, mixed-ability collaboration, investigations and problem-solving.

We invite visitors such as emergency services and community representatives to enrich learning.

We ensure all subjects link to Life Skills where possible, and key events such as the Spring Fair enable children to practise real-life skills.

We ensure pupils are taught how to evaluate online content, recognise manipulated or AI-generated media, and identify misinformation or disinformation.

## 6. Inclusive Teaching

Life Skills teaching is accessible to all children. Adaptations are made for children with SEND, in line with the SEND Code of Practice (2014). Specialist programmes such as Talk About and Feelings Art Book support children with social and emotional needs.

In line with RSHE guidance, teaching around identity at primary level does not include gender identity as a concept; teaching is grounded in scientific knowledge.

## **7. Parental and Community Involvement**

Parents are invited to assemblies, workshops and themed events. Information is shared through newsletters, the website and social media. The school works with external agencies such as the NSPCC, Health Visitors and Police Community Support Officers.

## **8. Confidentiality, Safeguarding and Child Protection**

Staff follow the school's Safeguarding Policy and Keeping Children Safe in Education. Children are taught that confidentiality cannot be guaranteed if a safeguarding concern arises.

In line with KCSIE 2025, children learn how filtering and monitoring systems protect them from harmful content, including risks involving AI and manipulated media.

## **9. Monitoring and Review**

The Life Skills Leader monitors implementation regularly. All staff maintain vigilance in applying and following the policy.

## Appendix A

Half-termly units	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
<b>Y2</b>	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
<b>Y3</b>	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
<b>Y5</b>	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem