



Life Skills	
Date	October 22
Review	October 25
Reviewed by	Miss Toal
<p style="text-align: center;">Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation, marriage and civil partnership. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not priorities' or disadvantage any pupil and it helps to promote equality at this school.</p>	

Intent
<p>Through our bespoke our life skills programme we want pupils to enhance children's personal development through:</p> <ul style="list-style-type: none"> • helping children to develop a strong sense of belonging, when they arrive at Sandlings; it is central to our practice, particularly for children from service families who may have moved a number of times and attended several other schools. This is key to successful learning. • giving children responsibilities and a voice to enable them to feel connected to Sandlings and our school community. • developing resilience and self-confidence so that children are ready for the next stage of their education at whatever point that might be in their learning journey. • helping children to learn how to live healthy and happy lives through cooking, gardening, wellbeing sewing, as well as PSHE, RSHE and philosophy activities • helping children to be successful learners by working hard, trying new things, concentrating, pushing themselves, and using their imagination and enabling opportunities for children to talk about their learning. • additional activities, such as parliament week and charity work to show children how to be good citizens • additional enhanced curriculum provision i.e. forest schools or drama. <p>Through this provisions we want to develop personal character so that children :</p> <ul style="list-style-type: none"> • reflect wisely • learn eagerly • behaviour with integrity • cooperate consistently well with others <p>We want children to know the importance of, living healthily and safely through:-</p>

- Recognising risks on and off line (online safety)
- Personal safety
- Physical and mental health
- Developing healthy relationships
- Have aspirations for future career

Implementation

Teaching and learning style

A variety of teaching and learning styles are used in our life skills sessions according to the areas being taught but might include:

- setting common tasks that are open-ended which can have a variety of results;
- setting tasks of increasing difficulty where children can choose a task they feel challenges them either a Do It, Use It or Own It task (DUO)
- providing opportunities for pupils to work on their own and to collaborate with others
- Visitors to school

Curriculum Provision

Our curriculum is categorised in two ways:

Breadth gives pupils a range of experiences and opportunities in their life skills sessions

Depth helps pupils to think and act more deeply about different concepts, skills and knowledge in many different areas in their life skills lesson.

We aim to have a life skills day every half term with a variety of groupings i.e. mixed age, whole class

Through our Life- skills curriculum we aim to provide children with opportunities to:

- learn about and grow their own food
- cook using home grown produce, recipes for healthy living and cultural representative
- run small business ventures through selling produce and baked goods
- understand what a healthy lifestyle means and why it is important
- understand the importance of self-wellbeing through relaxation
- develop outdoor skills i.e. through forest schools provision

Activities include:

- Yoga
- Healthy eating / cooking skills
- Sewing
- Community projects
- Team building
- Gardening
- PSHE
- Philosophy

Inclusion

We teach life- skills to all children, whatever their ability and individual needs, providing a broad and balanced education to all children. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Contribution of to the development of SMSC education

The teaching of life- skills offers opportunities for SMSC development of our children by:

- negotiating and group problem solving
- Small groups work together
- Exploring the consequences of right and wrong behaviour, different people's feelings opinions and perspectives.
- debating moral issues
- The awe and wonder aspects of the plant and animal world through gardening and cooking.
- awareness of and responding to others 'needs and wants
- Exploring meaning and purpose for individuals and Society
- Exploring what is right and wrong

Resources

- Staff are responsible for informing the head teacher, when particular resources are needed, when there are breakages and when consumables are running low
- We use ideas from the Royal Horticultural society and the soil association for gardening and cooking
- We use a scheme and online resources for our wellbeing yoga provision
- We use the Islington PSHE RSHE scheme for our PSHE work

Impact

Monitoring and review

Life-skills is led collaboratively by staff to plan and monitor pupil work through evaluation of the strengths and weaknesses of life-skills teaching and learning across our school. Further opportunities are added to the curriculum as they arise i.e. parliament week, sewing for a local exhibition
Pupil voice is a crucial tool in this work as a measure of impact.