

# Chace Community School

## **LIFESKILLS** Student Handbook



2017-18

Student Name: \_\_\_\_\_

**PSHE**  
Association



Congratulations on being the first students to undertake the new Lifeskills course!

Lifeskills is designed to provide you with the skills you require to succeed in life. The skills gained will give you the knowledge and understanding to prepare you for life outside of school.

The Lifeskills course runs from years 7-10 (inclusive) and is the successor of L4L.

The main changes from L4L are:

- All new content
- Membership of the PSHE Association
- Progress grades and targets will be given on your reports
- Lifeskills will be treated on a par with any other subject you study
- You will achieve yearly COP's (Certificates of Participation)
- No more worksheets. Books will be issued and marked frequently
- You will self-review your progress at the end of each term

Good Luck and we hope you enjoy your course!

Mr B. Ellis  
Lifeskills

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### **What you can expect from us**

Our aim is to provide a supportive learning environment. We will do our best to provide:

- Equal opportunities
- Good quality teaching
- Interesting, engaging and thought provoking lessons
- The opportunity to debate challenging topics
- Feedback on your progress
- Opportunities to feedback your experience of our provision which include course evaluations, student surveys etc.

### **What we expect from you**

To create an environment which helps you to have the best chance of success, we expect all learners to:

- attend regularly and on time
- let us know if you are unable to get to your class
- behave responsibly and safely at all times
- contribute to creating a pleasant learning environment by respecting the diverse backgrounds of other learners and staff
- ask for assistance if you are having difficulties with any aspect of your course or feel you need help
- make any suggestions you may have to help us improve the course
- meet all classwork and homework deadlines
- Show respect for others views
- Show resilience
- Be resourceful
- Be honest in your self-reflection
- Be prepared to share your ideas (reciprocity)

### **Information, advice and guidance**

Our course guide gives an overview of the learning activities we offer. Further information can be provided by speaking to your tutor or contacting Mr Ellis in the Business hut (AP1/AP2)

### **How we can support your learning**

Feedback – This will be given throughout the course. The Lifeskills tutors and HOD (Mr Ellis) are also available by appointment. You can set up individual tutorial times at the end of your lesson, and arrange a convenient time for you and your teacher to go through your work.

## Your health and safety

Our aim is provide you with a safe and healthy learning environment. We have a health and safety policy and procedure if you would like to know more about these please ask your tutor. You must follow these guidelines for your own personal safety as well as the safety of your peers and teachers.

## What if things go wrong?

If you are not happy with the content or quality of your course or your assessment, please discuss this with your tutor. Further queries about the assessment of your work/ final assessment (COP's) can be referred to Head of Lifeskills: Mr Ellis

## Content:

Years 7-10 see an array of content covering resilience and bullying, all the way through to Careers and British values. The content is lively and engaging with a mix of discussions, videos, group and individual work and an opportunity to debate issues.

	7	8	9	10
5 <sup>th</sup> Sept	Transition 1	Emotional Health 1	Hate Crime 1	Target/ Aspirations 1
12 Sept	Transition 2	Emotional Health 2	Hate Crime 2	Work Experience 2
19 Sept	Transition 3	Emotional Health 3	Careers 1	CV1
26 Sept	Transition 4	Relationships/ managing conflict 1	Careers 2	CV2
3 <sup>rd</sup> Oct	Transition 5	Healthy relationships 1	<b>Careers 3</b>	Cover letters
10 Oct	Transition 6	Healthy relationships 2	<b>Careers 4</b>	Job application 1
17 Oct	Transition 7	Teenage relationships 1	Conflict 1	Job application 2
31 Oct	Transition 8	Teenage relationships 2	Personal Safety 1	Healthy relationships 1
7 Nov	Resilience 1	Friendships	Personal Safety 2	Healthy relationships 2
14 Nov	Resilience 2	Being Healthy 1	Child Sexual Exploitation	What is pornography?
21 Nov	Resilience 3	Being healthy 2	Homophobia 1	Attitudes to pornography
28 Nov	Resilience 4	Being healthy 3	Homophobia 2	The law, sex and the internet
5 Dec	Resilience 5	Puberty 1	Homophobia 3	Internet Pornography 1
12 Dec	Resilience 6	Puberty 2	Homophobia 4	Internet Pornography 2
2 Jan	Resilience summative	Puberty 3	Sexual Bullying 1	Relationships 1
9 Jan	Careers 1	Sexual bullying 1	Teen relationship issues 1	Relationships 2
16 Jan	Careers 2	Sexual bullying 2	Teen relationship issues 2	Murdered by my boyfriend
23 Jan	Careers 3	Media and body image 1	Contraception 1	Consent
30 Jan	Careers 4	Self Esteem 1	Sexual Facts Myths	Sexting 1
6 Feb	Careers 5	Drugs 1	Sex FM	Sexting 2
20 Feb	Careers 6	Drugs 2	Parenting 1	Sexting 3
27 Feb	British Values 1	Drugs 3	British values 1	Smart phones 1
6 Mar	Bullying 1	Drugs 4	First Give	STI1
13 Mar	Bullying 2	Drugs 5	First Give	STI2
20 Mar	Exercise 1	Drugs 6	First Give	Teenage Parents
27 Mar	Exercise 2	Crime 1	First Give	British Values
3 April	Smoking 1	Crime 2	First Give	Identity Theft
24 April	Alcohol 1	Crime 3	First Give	Types of punishment 1
1 May	Alcohol 2	Crime 4	First Give	Crime speaking up
8 May	Hygiene 1	Environment 1	First Give	Breaking the law
15 May	Hygiene 2	Environment 2	Balanced diet 1	Found guilty
22 May	Rights of the child 1	Environment 3	Balanced diet 2	Drugs 1
5 June	Rights of the child 2	Finance family 1	Healthy lifestyle 1	Drugs 2
12 June	Rights of the child 3	Budgeting 1	Racism 1	Drugs 3
19 June	Presentations 1	Recession 1	Extremism 1	Legal Highs
26 June	Presentation planning	British Values 1	Stereotyping	Stress
3 <sup>rd</sup> July	Presentations/ self-review	British Values 2	Stereotypes and the media 1	<b>Health and Safety</b>
10 July	Presentations/ self-review	First aid 1	Stereotypes and the media 2	WORK EXPERIENCE
17 July	Presentations/ self-review	First Aid 2	Work Experience 1	<b>Work Experience de-brief</b>

Each year group team have been issued with a week by week Scheme of Learning. This should act as a guide and teachers are free to move sessions around if they deem suitable (see below).



w/c 20 February <b>Careers LP6 (50)</b>	w/c 27 February <b>British Values 1 (50)</b>	w/c 6 March <b>Bullying LP1 (50)</b>	w/c 13 March <b>Bullying LP2 (50)</b>
w/c 20 March <b>Exercise LP1 (50)</b>	w/c 27 March <b>Exercise LP2 (50)</b>	w/c 3 April <b>Smoking LP1 (50)</b>	w/c 10 April <b>School holiday</b>
w/c 17 April <b>School holiday</b>	w/c 24 April <b>Alcohol LP1 (50)</b>	w/c 1 May <b>Alcohol LP2 (50)</b>	w/c 8 May <b>Hygiene LP1 (50)</b>
w/c 15 May <b>Hygiene LP2 (50)</b>	w/c 22 May <b>Rights of the child LP1 (50)</b>	w/c 29 May <b>School holiday</b>	w/c 5 June <b>Rights of the child LP2 (50)</b>
w/c 12 June <b>Rights of the child LP3 (50)</b>	w/c 19 June <b>Presentations LP1 (50)</b>	w/c 26 June <b>Presentation Planning (50)</b>	w/c 3 July <b>Presentations and self-review (50)</b>
w/c 10 July <b>Presentations and self-review (50)</b>	w/c 17 July <b>Presentations and self-review (50)</b>		

**All resources can be found at: T:\LIFESKILLS**

## Assessment

Assessment will be formative as well as summative. Your books will be marked at least half termly and you will complete self-reflection booklets in form time every term (see below).



**Y7**








### Learner Level

#### Self-Assessment Booklet

Name: .....

Form: .....

Group: .....






On your reports home you will be awarded a grade of Pass, Merit, Distinction or Distinction \* at Levels 1-6. For example, if you complete Level 1, you will go up to Level 2 and may be awarded a 2P (Level 2 Pass) or 2D\* (Level 2 Distinction \*). You will also be set targets for improvement by your Lifeskills tutor/ teacher. The learner levels will be teacher assessed and based around your resilience, resourcefulness, reflectiveness, reciprocity and respect (the 5 R's). See Below.

		help their learning (e.g. library).		or points of view that may differ from their own.	
<b>Level 2</b> <i>Dependent but compliant.</i>	<b>Resilience</b> Shows a good level of motivation to learn.  Engages in learning for short periods of time.	<b>Resourcefulness</b> Punctual and prepared for learning.	<b>Reflectiveness</b> Uses feedback to improve work.  Can talk about how they learn with prompts or support from the teacher.	<b>Reciprocity</b> Responds to what they hear, showing some interest, including non-verbal reactions.  Makes brief, occasional contributions and general statements in group and pair situations.  Follows central ideas and raises straightforward questions.	<b>Respect, Values and Attitudes</b> Shows an enthusiasm for learning.  Values other peoples' contribution to learning.  Can act in a trustworthy and responsible manner.
<b>Level 1</b> <i>Dependent, disorganised but willing.</i>	<b>Resilience</b> Periodic engagement with learning.  Responds to motivation from the teacher inconsistently.	<b>Resourcefulness</b> May need support with preparation for learning (with equipment, time keeping, getting started etc).	<b>Reflectiveness</b> Can respond to feedback with guidance.	<b>Reciprocity</b> Is developing listening skills.  Can respond in pair, group, or class discussion when prompted.  Demonstrates that they have absorbed straightforward information when working with others.	<b>Respect, Values and Attitudes</b> Sometimes shows enthusiasm for learning.  Can behave in a kind and generous way.

At the end of each year (7-10) you will then be awarded a Chace COP (Certificate of Participation). See below:



### **Lifeskills Marking Policy:**

Feedback supports our judgements on students' achievement, and it also informs our planning for future progress.

Feedback informs students' of their progress. It helps them answer questions such as

- How well am I doing?
- Did I understand this piece of work properly?
- What do I need to do next?
- How can I improve my work and do better

Our feedback aims are:

- Help us assess students' knowledge and progress
- Inform children of their progress
- Encourage and motivate
- Identify any actions for students to move forward
- Develop a dialogue with student about their work
- Probe and extend their thinking
- Value their work
- Help students improve and develop literacy skills

At the beginning of each school year, each teacher will explain the marking criteria and system to the students. Students will be graded, summatively, at the end of each

term on a level of 1-6, and with a sub-level of Pass-Merit-Distinction-Distinction\*. Each year will see students awarded a Chace COP (Certificate of Participation). This will be teacher/ tutor assessed based around the 5R skills of resilience, resourcefulness, reflectiveness, reciprocity and respect. Any disputes regarding end of year grading should be referred to the Head of Lifeskills (Mr Ellis).

In Lifeskills we will adopt a policy of 'formative' marking. Due to the nature of Lifeskills, assessment is layered and infrequent in relation to other departments and faculties. Formative assessment takes place throughout the course and is achieved through a wide variety of methods. The expectation is that books are marked once half termly. With curriculum provision of 1 period per week (year 7-10 inclusive), the marking provision is deemed to be extremely fair in relation to teacher workload expectations.

### Literacy

Teachers of Lifeskills will promote and encourage the following both in class and when checking students work:

- Ensure key vocabulary is spelt correctly – encourage students to write out the miss-spelt words using the Chace marking policy.
- Ensure students have a range of speaking/listening opportunities in a variety of formats, including individual, paired, group and whole class situations involving discussions, problem solving, debates and presentations, etc. (this list is not exhaustive)
- Use simple and complex sentences that are organised into paragraphs as required.
- Use vocabulary precisely and organise their talk to communicate clearly.

Summative marking is where we will provide comments as part of the self-review booklets that students are required to complete termly. Students will, along with the target bank, be set targets to aid future progression and improvement. Students have Lifeskills once a week; therefore, key pieces of work will be marked in this way every half term. Schemes of work have the units/topics identified, along with all prepared resources. It is the teacher's responsibility to pre-check the lesson and ensure the hard copies of the resources are ready for students in the classroom environment. A random sample of books will be checked by the Head of Lifeskills every term.

The Lifeskills learner level award criteria document will focus on how well the student is currently learning, highlighting improvements required. We feel this leads to greater learning gain and higher self-esteem than general comments such as 'well done'. Targeted comments can be used by the Lifeskills teacher. Copies of teacher comment banks are used to help give constructive feedback and ensure next step progress. Students are encouraged to ensure necessary adjustments are made in a timely manner to their work. This will also give them an indication of where they are at and what they need to do to improve their work.



Feedback will include the following strategies depending on the age and ability of the student.

- Teachers must ensure books are checked every half term/ 6 lessons, work should be completed by students. It is expected that spellings are amended and expectation of work is that the quality is good or excellent
- Observation by teacher – particularly for oral work
- End of lesson/topic/ evaluations should take place, in part by the student reflective booklets
- Peer marking using WWW and EBI where required
- Students make constructive comments about their own work using WWW and EBI (where required)
- Teacher comments termly in students self-reflection booklets
- Teacher targets for improvement made during reporting cycle



# Lifeskills

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