

Commitment to Learning

High Expectations

All Can Succeed

Confidence and courage

Everyone valued equally

SPIRITUAL, PERSONAL AND SOCIAL DEVELOPMENT POLICY INCLUDING DRUGS EDUCATION, SEX EDUCATION AND COLLECTIVE WORSHIP

INTRODUCTION

Chace Community School provides all students with the opportunity to learn and achieve beyond expectation. The PSHE/Lifeskills, Collective Reflection and Assembly, Sex and Relationships and Drugs Education Programmes underpin our aim to be an inviting, purposeful, successful learning community. The programmes set out in this policy are also designed to promote students' spiritual, moral, social and cultural development and fundamental British values, whilst also preparing them for the opportunities, responsibilities and experiences of life. The interaction of learning and achievement with personal development is essential in raising the standards of attainment for students at Chace Community School.

THE LEARNING FOR LIFE FRAMEWORK (LIFESKILLS)

Our Lifeskills programme is a key part of the Personal, Social, Health Education and Citizenship curriculum at Chace and consists of three core themes:

- Health and wellbeing
- Relationships;
- Living in the wider world

Lifeskills is designed to:

- support, enhance, enrich and extend learning at Chace;
- deliver statutory requirements of Citizenship; Careers Education, Sex/Drugs Education and Work Related Learning;
- promote fundamental British values;
- reinforce the school aims/ethos and promote school policies (Equal Opportunities/Anti Bullying);
- respond to new ideas and opportunities;
- benefit students, school and society;
- be accessible, inclusive and differentiated;
- give Form Tutors time to get to know their tutor group as a group and as individual learners and monitor their progress, support personal development and help students become organised independent, self-directed learners particularly through the use of learning conversations;
- Raise awareness of the world around and beyond Chace and promote spiritual, moral, social development and provide time for reflection.
- Work on the 5 R's of resilience, resourcefulness, reflectiveness, reciprocity and respect (values and attitudes).

AIMS OF THE LIFESKILLS PROGRAMME

- To encourage co-operation, teamwork and a sense of community.
- To prepare all students to make informed choices about healthy lifestyles, including mental health and wellbeing.
- To prepare all students to make informed future choices.
- To provide opportunities for all students to learn, achieve and develop self-confidence, self-worth and self-esteem.
- To prepare all students for the opportunities, responsibilities and experiences of life.

- To encourage personal autonomy and self-reliance.
- To develop the ability to assimilate knowledge, to study independently and to have positive attitudes towards lifelong learning.
- To provide essential knowledge, skills and understanding relating to a student's spiritual, moral, social and cultural development.
- To introduce and develop understanding of democratic processes and the implications of working together and sharing.
- To help students develop a personal philosophy of life which reflects spiritual and moral values.
- To aid transition from primary to secondary
- Lifeskills underpins the 5R values of resilience, resourcefulness, reflectiveness, reciprocity and respect. It aims to be all encompassing and flexible giving learners the opportunity to discuss and learn about issues affecting their present and future lives. A responsive and totally unique course which has been specifically designed for Chace Community School.

WHOLE SCHOOL APPROACH

PSHE education (Lifeskills) is a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

In addition to the national curriculum framework, the [Department for Education guidance](#) states that the subject is 'an important and necessary part of all pupils' education' and that 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

The [national curriculum](#) also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020 and is currently being addressed by the Lifeskills team and Chace SLT.

An effective programme for pupils' personal and social development at Chace Community School is achieved in a variety of ways:

- through the delivery of the Lifeskills programme including:
 - British Values
 - Careers education
 - Sex and relationships education (SRE)
 - Drugs education
 - Health education
 - The world of work
 - Equal opportunities issues including bullying and gangs.
 - Personal development/personal responsibility including financial capability
- through the curriculum (including cross curricular, for example, SRE coverage in KS4 Science);
- through assemblies;
- School Council;
- work experience;

- provision of extra-curricular activities including visits and trips, outside speakers, external stakeholder visits;

This delivery of Lifeskills is informed and influenced by a number of other school policies such as:

- Sex and Relationship Education Policy;
- Careers Education and Work Experience;
- Positive Behaviour Policy (including Anti Bullying Statement);
- Equality Policy;
- Additional Educational Needs Policy;
- Looked After Children Policy.

ORGANISATION

The Lifeskills programme includes two elements:

- taught Lifeskills programme covering the key issues outlined in this document and the SOW (years 7-9 inclusive)
- tutor group time providing space for effective tutor monitoring and mentoring and flexibility for tutors to respond to individual and group issues as and if they arise; In years 10 and 11, Lifeskills is delivered for one 20 'session' per week following a SOW.

At the start of the school year every Lifeskills teacher/ tutor receives information regarding:

- the Lifeskills programme overview;
- prior attainment information on the tutor group (from HSL);
- schemes of Learning;
- All lesson resources;
- copies of worksheets used (where applicable);
- exercise books for all students
- an open door policy to the Head of Lifeskills to answer any queries

Students are awarded a Certificate of participation (COP) as part of the programme. This is a Chace unique certification awarded to every learner in years 7-9 at the end of each academic year. The levels awarded will be one of 24 different levels and within that awards are made at pass, merit, distinction and distinction* level. In order to Students complete self-assessment booklets as part of their ongoing assessment and to determine the level and award of COP that they will achieve.

STRUCTURE AND DELIVERY OF THE LIFESKILLS PROGRAMME

Lifeskills is organised and taught in 50 minute lessons in tutor rooms by form tutors. Planned SOW's and resources are provided for tutors. Teachers of Lifeskills are encouraged to use these resources as a 'pick and mix' relevant to the needs of their groups and individual students within those groups. Resources should be differentiated when required as part of the tutor knowing the students in their form and Lifeskills class.

As well as setting high standards in registration time, ensuring students are ready for successful learning (uniform, equipment) the 50 minute lesson gives form tutors time to develop their group as a team and reinforce Chace signposts.

Year 10 and 11 undertake Lifeskills sessions as one form period of 20 minutes per week. Again the SOW and all resources are prepared for teaching staff.

Time is allocated to discuss Lifeskills at Year Team meetings. Whole school staff meetings allows for current practice to be reviewed and developed. Inset time, and SLT meetings, can be used to support staff in the delivery of Lifeskills and for the development and refinement of the Lifeskills curriculum.

We are aware that all areas of the school curriculum influence the personal and social development of students and we believe that all teachers are responsible for promoting personal and social development in their care. Although Lifeskills is taught as a subject we are keen to promote the cross-curricular dimension of Lifeskills in order to support overall aims and values of the school.

ROLE OF HEAD OF LIFESKILLS

- meets legal requirements;
- reflects Chace aims;
- supports learning in and across the curriculum and beyond;
- raises aspirations;
- inspires a love of learning;
- motivates all students to achieve beyond expectation.
- to develop all resources
- to keep abreast of government guidance regarding PSHE
- to keep the Head informed of any issues or changes to the national PSHE curriculum provision

ASSESSMENT

Although the emphasis is on discussion work, there are many opportunities for written work within the Lifeskills curriculum. Assessment for learning is being developed in the Lifeskills programme in line with other curriculum areas. This includes:

- peer assessment;
- self-assessment;
- teacher questioning;
- oral feedback;
- Written feedback.
- debates
- termly self-assessment workbooks

LIFESKILLS MARKING POLICY

At the beginning of each school year the Lifeskills teacher will explain the marking criteria and system to 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 or Distinction*.

Due to the nature of Lifeskills, assessment is layered and less frequent 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 in years 7-9, this marking expectation is deemed to be fair in relation to teacher workload expectations.

Summative marking in Lifeskills is used to provide comments as part of the self-review booklets that students are required to complete termly. Students will be set targets to aid future progression and improvement. Targeted comments can be used for teacher. Copies of teacher comment banks are used to help give constructive feedback and ensure next step progress.

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)**

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.

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.

HOMEWORK

Staff can set homework for Lifeskills lessons as relevant to the work being undertaken, although it is not a pre-requisite. Suitable tasks could include written work and research. The Chace Consequences can be used by Lifeskills teachers for students that fail to complete their homework.

REPORTING TO PARENTS

Parents receive reports on students' progress in Lifeskills within the normal reporting cycle. The ethos has been to ensure Lifeskills is taken as seriously as other subjects within the curriculum and the inputting of progress grades and the awarding of the COPS at the end of the academic year allow for this.

RESOURCES

All staff delivering Lifeskills are provided with a link to the pre produced resources, SOW and all other resources required for the delivery of the subject. In addition the Head of Lifeskills has additional materials available for staff to access if and when required including DVD's.

INFORMATION TECHNOLOGY

Opportunities to use information technology are built into the Lifeskills programme. Staff can book into IT rooms using the school IT room booking system. Students may present work that they have completed on their computers at home.

February 2019

COLLECTIVE WORSHIP PROGRAMME

At Chace collective worship provides opportunities for our students to develop a sense of community, a common ethos and shared values and to consider spiritual and moral issues.

- This policy should be read in conjunction with our Equality and Community Cohesion Scheme
- The majority of our assemblies have a moral, cultural or spiritual dimension as we interpret worship as 'worship': celebration of what is worthy.

Our school assemblies aim to:

- underpin our aims and ethos to be a successful learning community
- support our curriculum and the Lifeskills programme
- provide opportunities for the school community to come together to listen, share and reflect
- involve staff and students
- extend general knowledge, broaden horizons and raise awareness of local, national and global issues
- actively promote our commitment to equal opportunities and 'everyone valued equally'
- promote participation and active responsible citizenship
- allow space for personal reflection and discovery
- Celebrate achievement.

ASSEMBLY ARRANGEMENTS

Daily collective worship for the whole school is not practical because of the lack of suitable space at Chace.

However, all students participate in a planned programme of Headteacher's Assembly and one Year Assembly each week. Form tutors supervise the calm, quiet arrival to assemblies which usually begin at 8.45am. Tutors actively supervise their group during assembly. Assemblies end promptly by 9.00am and students are dismissed by staff row by row.

As part of the ASSEMBLY PROGRAMME staff are asked to present a 10 minute assembly according to a calendar devised annually, interpreting the theme of the weekly reflection and linked to calendar events, involving students whenever possible to celebrate their achievements and talents.

DAILY REFLECTION

Students have an opportunity for daily reflection through the use of weekly reflections in registration time and in the weekly timetabled Lifeskills lesson/session. Each of the weekly reflections presents themes from a variety of faiths and across the calendar which promote individual and group responses. The themes link with the weekly school assemblies underpinning our aims and ethos. Our assemblies and reflections embrace the spirit of the collective act of worship through a meaningful planned programme giving opportunities for raising spiritual and moral awareness.

WITHDRAWAL FROM ASSEMBLIES

If parents wish to withdraw their son/daughter from assemblies, they must meet with the Headteacher to discuss their request.

SEX AND RELATIONSHIP EDUCATION POLICY

Introduction

Effective Sex and Relationship Education (SRE) provides young people with the necessary knowledge, skills and understanding to make informed decisions about their relationships with self and others – it is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring knowledge, developing skills and forming positive beliefs, values and attitudes. SRE can teach young people to:

- value themselves and others, physically, emotionally and sexually;
- form positive and rewarding relationships;
- develop the confidence to assert their needs;
- make informed choices;
- be clear about the facts concerning sex (e.g. contraception and STIs);
- Develop the skills to look after themselves and others, both emotionally and physically.

Our Sex and Relationship Education Policy clarifies the provision of sex and relationship education to all students (including education about HIV, AIDS and other sexually transmitted diseases) and the teaching of human growth and reproduction as set out in the National Curriculum.

Note: SRE education will become mandatory in all secondary schools in September 2020 (but can be delivered from September 2019). Lifeskills at Chace aim to deliver this mandatory requirement (although we believe we are already doing so through current provision offered) from 2019. We are awaiting Government guidance regarding content and expectations before finalising this provision.

Policy Statement

The Governing Body believes that a responsive, balanced sex and relationships education programme, produced in consultation with parents/carers and staff will challenge stereotypes, dispel ignorance, prejudice and myths, raise awareness and understanding and enable students to make responsible, informed choices about lifestyle.

Aims

We seek to work within the legal framework and provide a well-planned sex and relationship education programme, delivered through Lifeskills which:

- provides factual information so students can make responsible, informed decisions and choices;
- uses teaching materials appropriate to age, emotional maturity and cultural background of students;
- teaches about sex education, relationships, love and care and the responsibilities of parenthood, having regard for moral considerations and the value of family life;
- raises awareness of peer pressure and other risk-taking behaviour linked to sex and relationships and health related issues such as drugs, smoking and alcohol;
- enables students to explore moral and ethical issues in a supportive environment which fosters respect and understanding of different cultural and religious views;
- ensures that young people understand how the law applies with regard to sexual relationships;
- promotes spiritual, moral cultural, social, physical and emotional development of students at school and within society;
- prepares students for opportunities, responsibilities and experiences of adult life;
- is complementary and supportive of the role of parents;

Key Issues

Working with Parents

Parents/carers are:

- consulted when developing and reviewing our sex and relationship education policy;
- informed via the Chace Bulletin of specific topics in Lifeskills on sex and relationships;
- given details (Prospectus/Welcome to Chace Booklet) of their right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth/reproduction necessary under National Curriculum Science;
- Given details of the procedure should they wish to exercise their right to withdraw their child from sex education or wish to make a complaint.

Withdrawal from Sex and Relationships Education and Parental Complaints

To withdraw a student from any aspect of sex education (except from Science) a parent must first meet with and consult the Headteacher. Arrangements will be made for a student withdrawn from a lesson to undertake private study in the Learning Resources Centre.

If parents/carers wish to make a complaint regarding any aspect of sex education they should follow the school's complaints procedure.

Confidentiality

We are aware of our responsibility to ensure the safety and welfare of students and to give information, not advice, mindful that this issue is not value free.

We recognise the importance of working with parents and discussing concerns with them, aware of the complexity of the issue of confidentiality (See Confidentiality Policy). Staff may encourage students to talk to their parents/carers and give them support to do so, but staff understand that they cannot offer or guarantee confidentiality. Concerns will be shared with the appropriate Head of Learning and designated child protection staff.

Organisation

SRE is taught to students by their Form Tutor, at both Key Stages, as part of the allocated Lifeskills curriculum time and within pre-ordained Lifeskills days. At present once a year, for year 10, we bring in Future First theatre group to perform 'Sex FM' and SLT run contraception and STI workshops on the same day.

Content

There are a number of requirements that all schools must adhere to when providing sex and relationships education, alongside the statutory guidance and this supplementary advice. There is no statutory requirement for SRE in independent schools. SRE plays an important part in fulfilling the statutory duties all schools have to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states: *'Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum. In the recent review of the National Curriculum, the government has made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. (National Curriculum in England, DfE, 2013) and that 'sex and relationship education (SRE) is an important part of PSHE education' (Guidance – PSHE education, DfE, 2013). In any school that provides SRE, parents have the right to withdraw their children from all or part of SRE (excluding withdrawal from sex education in National Curriculum science) although very few choose to exercise that right.

Teaching SRE in other subjects

Science

The science programme covers the mandatory elements at Key Stage 3:

- Reproductive organs;
- Sexual reproduction;
- Fertility;
- Pregnancy and birth.

The Head of Lifeskills is currently undertaking a whole school audit to ascertain SRE in all curricular subjects at Chace. This will be used to plan effectively for the provision of mandatory SRE education (from September 2020) to identify any gaps where provision must be made.

Working with Outside Agencies

Outside agencies are at various times be involved in the school with regard to sex and relationships.

The following guidelines are followed:

- visits by outside agencies are carefully coordinated and monitored by the Head of Lifeskills;
- outside agencies working in schools are sent a copy of the school policy, and expected to follow school procedures;
- Outside agencies are invited to contribute to the school curriculum as appropriate.

SUBSTANCE MISUSE AND DRUGS EDUCATION PROGRAMME

Aims and Objectives

Chace Community School:

- does not condone the misuse of substances, including legal and illegal drugs;
- is committed to the health and safety of its members and will take action to safeguard their well-being;
- Acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, will seek to persuade students in need of support to come forward.

Our aims and objectives for drugs education are designed to complement the school's overall aims. In drawing on other interested parties within the community in the development of our drugs education policy, we are meeting the school's principle aim of working together with the community. We operate with openness, honesty and integrity in providing drugs education. In planning our drugs education provision with care, we aim to promote active, reflective and varied learning. It is clear also that learning in partnership is a key feature of the way in which we plan, implement and review our drugs education programme.

In response to our shared concerns at a local and national level, we wish to state that as part of its care for the welfare of its students, the school believes it has a duty to inform and educate young people on the consequences of drug use and misuse. The school takes a pro-active stance on this matter, believing that health education is a vital part of the Personal and Social Education of every student.

Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents, by keeping them informed and involved at all times. Effective communication and co-operation is essential to the successful implementation of this policy.

Whilst we acknowledge that the numbers of young people who use and misuse substances is rising, it is seen as important to recognise that larger numbers of young people are choosing not to use or misuse substances. We will continue to support their differing needs.

Educational Aims:

We believe and support the following educational aims in respect of substance use and misuse:

- to enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills;
- to provide accurate information about substances;
- to increase understanding about the implications and possible consequences of use and misuse;
- to encourage an understanding for those experiencing or likely to experience substance use;
- to widen understanding about related health and social issues, e.g. sex and sexuality, crime, HIV, and AIDS;
- to seek to minimise the risks that users and potential users face;
- To enable young people to identify sources of appropriate personal support.

These aims are fulfilled through aspects of the students' experiences in the taught curriculum, the informal curriculum and through opportunities for extra-curricular activities. We deliver in the taught curriculum mainly through Lifeskills, Science and English areas, but other opportunities to reinforce learning will occur in other parts of the teaching programme. The school actively co-operates with other agencies such as Youth and Community Police, and Health Promotion to deliver its commitment to Drugs Education and to deal with incidents of substance use and misuse. Visitors who support the school will be informed of the values held within this policy.

Chace Drugs Education Programme

As part of the broader Lifeskills programme, the following headings are used to ensure a comprehensive programme of Drug Education is received by every student in years 7-11:

- School rules, procedures relating to all substances.
- Information about legal and illegal drugs, their effects and associated health risks.
- Different categories of drugs.
- Attitudes and beliefs about drugs and drug users.
- Identifying and assessing risks to health.
- Decision making and assertiveness in drug related situations.
- The law relating to drugs. Legal responsibilities and rights.
- Services provided by local and national advice and support agencies.
- Communicating with peers, parents and professionals. Giving and securing help if needed.
- Individual's responsibility for their own actions and their own and others safety.

Specific standalone sessions/ lessons include: Smoking x1, alcohol x2, Drugs x6, drug punishments x1, types of drug x1 and the problems with taking drugs x1.

It is expected that a wide variety of teaching approaches will be used to deliver this programme. These approaches will be consistent with the aims of the Lifeskills programme and will ensure a balanced programme which enhances knowledge, skills and attitudes.

Working with Outside Agencies

Outside agencies are at various times involved in the school with regard to substance misuse.

The following guidelines are followed:

- visits by outside agencies are carefully coordinated and monitored by the appropriate senior staff and the Head of Lifeskills;
- outside agencies working in schools are sent a copy of the school policy, and expected to follow school procedures;
- Outside agencies are invited to contribute to the school curriculum as appropriate.

Procedures for Monitoring and Evaluation

This policy is monitored continually and evaluated in response to such factors as:

- changes in the legislative framework;
- changing local social and demographic needs and circumstances;
- changes in school personnel;
- needs identified by the ongoing process of curriculum review;
- This policy supports and should be read in conjunction with the school's Equality Policy.