



CURRICULUM FOR LIFE

1. Aims and Ethos

- 1.1 At Giggleswick School our aim is to provide a supportive and stimulating independent education that prepares confident young people for the opportunities of the adult world.
- 1.2 We do this through promoting our core values of: participation, respect and ambition, to develop individuals who are: Curious (actively enquiring), Skilled (adept and accomplished), Aware (tolerant and compassionate), Creative (innovative and original), Pro-active (dynamic and enterprising), Passionate (aspirational and spirited), Resilient (tenacious and positive), Assured (confident not arrogant).

2. Curriculum for Life (PSHE)

- 2.1 Our PSHE provision supports our core values and aims by providing opportunities for pupils to develop important personal qualities and skills. The provision supports the aims of our curriculum policy as well as the shared and common values of Giggleswick School, and is a key priority in our school development plan 2015-19.
- 2.2 Through our curriculum and PSHE provision we seek to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others with different faiths and beliefs; paying particular regard for the protected characteristics set out in the 2010 Equality Act.
- 2.3 We also view our Curriculum 4 Life provision as a key method of delivering e-safety to pupils and parents; and this is reinforced in other subject areas, particularly computing.
- 2.4 Our new Curriculum 4 Life programme of study is being developed across the year groups and builds on the foundations of the PSHE curriculum in the Junior School. The programme of topics will be reviewed regularly; will be delivered (and revisited) at the appropriate level for the age of the child; and will allow sufficient flexibility to incorporate current issues of particular importance at a stage in the school year or as they arise in the local, national and international arenas.

3. Definition and objectives for Curriculum for Life (C4L):

- 3.1 Curriculum 4 Life helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.
- 3.2 As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.
- 3.3 The world is full of complex and sometimes conflicting values. C4L helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions; learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.
- 3.4 Education for economic wellbeing and financial capability improves motivation and progression by helping pupils see the relevance of what they learn in school to their

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future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

(Extracted and adapted from QCA PHSE importance statements for Personal Wellbeing and Economic Wellbeing and Financial Capability)

4. Delivery of Curriculum 4 Life

4.1 The C4L programme will be firmly embedded within the school's curriculum and cross-referenced to the National Curriculum for Science (see the overview for all years at the end of this document). The Ofsted report, 'Personal Social Health and Economic education in schools' published in July 2010 indicated that the following aspects ensure the delivery of good quality PHSE:

- A whole school commitment to the importance and value of PHSE
- Structured learning opportunities with a focus on enquiry to make lessons active, engaging and relevant
- Sufficient curriculum time to allow for the coverage of the full range of PHSE topics and themes
- Age and culturally appropriate PHSE which starts in the junior school
- Pupils and parents should be involved in identifying their needs for their PHSE curriculum

4.2 The C4L curriculum is delivered through Science and discrete PSCHE lessons. Where appropriate, cross-curricular links are made to ensure that PHSE is embedded across the curriculum.

4.3 The PHSE programme is delivered by senior school teachers, overseen by Susan Watts-Wood, subject lead C4L, who also liaises with Felicity Mundell in the Junior School, who is a PHSE Peer Practitioner in North Yorkshire.

4.4 The content of the C4L curriculum is structured around the North Yorkshire PHSE planning and assessment tool and the PHSE Association planning tool.

5. Approaches to Teaching and Learning

5.1 Effective PHSE requires the use of active teaching and learning methods and the opportunity for pupils to engage with and discuss sensitive and controversial issues. All teachers of PHSE will be mindful of the language they use and the resources they select to ensure that they are not inadvertently promoting stereotypical images, but are recognising and celebrating the diverse nature of families, sexual orientation, faiths and cultures. Correct terminology will be used and slang/street names will be avoided.

5.2 A range of active teaching and learning methods are used in the delivery of PHSE which challenge pupils' thinking and encourage them to enquire, recognise the skills they are developing and reflect on their learning and behaviours.

5.3 Giggleswick School manage sensitive and controversial issues in C4L following our Equal Opportunities and Safeguarding Policies. Pupils are made aware of confidentiality procedures at the start of every PHSE session through established ground rules.



6. External agencies

- 6.1 The responsibility for organising and delivering most, if not all, of the PHSE programme rests with the school, however it is recognised that at times an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have.
- 6.2 The Head of C4L will always ensure that prior to the visit of an external contributor a planning meeting has taken place where learning outcomes and objectives for the session have been agreed, teaching and learning approached have been discussed and other relevant information shared. The class teacher retains responsibility for the class at all times and should be present in the classroom even where sessions are delivered by external visitors.

7. Resources

- 7.1 A range of relevant and up to date resources that reflect the diverse nature of society will be used in PHSE. All resources will be reviewed at least every two years to ensure that they are still fit for purpose.

8. Assessing, monitoring, evaluating and reviewing PHSE

- 8.1 The Head of C4L will be responsible for monitoring the outcomes of pupils and the quality of teaching and learning in PHSE, reporting the results to the SMT and via the Deputy Head (Pastoral) to the Governors' Boarding & Pastoral Committee
- 8.2 The views of pupils and parents are used to make changes and improvements to the programme. Programmes of study will be formally reviewed every two years for the following purposes:
- To review and plan the content and delivery of the programme of study for PHSE education
 - To review resources and renew as appropriate
 - To update training in line with current guidance and staff identified needs

9. Management and co-ordination

- 9.1 The Head of Curriculum for Life, Sue Watts-Wood, is responsible for all aspects of the subject. In respect of PHSE, responsibilities are to:
- Devise and implement a revised C4L programme of study, with associated schemes of work
 - Ensure that all staff are confident in the skills required to teach and discuss PHSE issues
 - Liaise with the PHSE Subject Leader in the junior school
 - Consult with pupils to inform PHSE provision
 - Access to appropriate training
 - Monitor and advise on organisation, planning and resources
 - Ensure procedures for assessment, monitoring and evaluation are included
 - Review / update the policy on a two year cycle or sooner if necessary.
 - Provide relevant information/guidance to parents when deemed necessary

10. Child Protection and Confidentiality

- 10.1 PHSE can be a sensitive issue and to protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.



- 10.2 If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to one basis. If the teacher judges it necessary the pupil could be advised to speak to the Senior Sister in the Medical Centre, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the Designated Safeguarding Lead should be notified.
- 10.3 It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty the school has regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults, no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the Designated Safeguarding Lead or, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures and take action as appropriate. Anyone may contact Social Care direct.
- 10.4 Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and contemporary.

11. The Parental Right to withdraw their child from PHSE lessons

- 11.1 The school recognises the right of parents to withdraw their children from all, or part, of Sex and Relationships education.
- 11.2 Parents will be notified in writing of the programme and content for Sex and Relationships Education (SRE) before it takes place, and reminded of their right to withdraw their child.
- 11.3 The Deputy Head (Pastoral) will make contact with any parent who exercises their right to withdraw to discuss their concerns. Pupils who are withdrawn from SRE lessons will be provided with alternative work for the duration of the sessions.

Reviewed by: SC Watts-Wood, Subject lead for Curriculum for Life

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