

THE LION WORKS SCHOOL



The Lion Works School

Life Skills Policy

Approved by: Bruno Davis

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Our aim in embedding life skills into our curriculum is to help our students become pro-active, independent and responsible members of society. We aim to support our pupils in developing a skill set for life, centred on a range of topics and activities, to enable them to succeed in life in modern Britain.

We aim for our students to develop effective skills as:

- Team workers.
- Effective participators.
- Reflective, resilient learners.
- Creative thinkers.
- Independent Enquirers.

The skills developed ensure students have success across the curriculum. Students are encouraged to consider scenarios and issues related to a variety of local, national and global issues, and to develop life-long skills in effective communication and a respect for, and understanding of, a variety of different perspectives.

Curriculum

Through our curriculum we provide our students with Personal Social and Health Education (PSHE) and Careers lessons. Year 7 begin with a focus on transition from primary school, with a strong focus on independence and responsibility, before going on to study PSHE. Years 8-11 study the full PSHE curriculum. Depending on the needs of the individual groups, topics can be brought forward to address actual social issues that arise during the academic year. Students are given frequent opportunity for peer and self-assessment throughout the curriculum. To enhance student progress in the subject we take a modern approach to learning, in which students are not streamed or set on pathways, as a reflection of life outside of school and to promote collaboration and appreciation of others' skills and abilities. As such, students are able to consider a range of real-life and current issues, working with a range of different characters possessing skill-sets different to their own. Students are able to make significant progress in their social communication and confidence in their own abilities to succeed in a range of real-life scenarios - present and future.

Core curriculum content is assessed through end-of-term testing completed both in exam conditions, and via online resources (such as Skills Forward or MyMaths), and students work throughout their study to achieve their personal learning targets.

We use personal targets to help students develop their written communication. We also hold Headmaster's Questions which enables the pupils to express their views in both written and verbal form and to be active democratic participants in the school community. Furthermore, students are encouraged to join in with discussion and debate activities, through which they can improve their verbal communication. Students learn a range of key words and concepts and are encouraged to practice their note-taking skills, as well as expressing their ideas and learning in a range of creative ways, other than formal writing. Our subject area is well placed to embrace everyday numeracy,

whether debating statistics surrounding key issues in the news, or personal finance. Students in all year groups study statistics in a range of formats including graphs and percentages and they are required to use the skills they have learned in other subjects in order to complete budgeting tasks, for example.

PSHE and British Values are at the centre of our way of working and we firmly believe that, as such, our students will leave the Lion Works School with the awareness and skills needed to succeed in whichever avenue of life they take.

Spiritual Development

Pupils are prompted to consider and express their attitudes and beliefs surrounding the issues and topics studied. They are encouraged to discuss and debate other points of view and afterwards to reflect on their understanding and appreciation of others' points of view, and of any impacts these issues and ideas may have on their own lives. Pupils explore how the choice of actions, words and tone of voice is important in expressing one's feelings and thoughts in modern society and how these communications may differ depending on context. This is particularly important given the vulnerable nature of our pupils.

Moral Development

Students are required to discuss and debate the moral issues relates to all topics - whether the morality of lying, or of the death penalty as punishment. We encourage all of our students to take on the moral responsibilities associated with being a proactive and pro-social citizen of any community, whether local or global. We organise community time daily, during which time all members of school (including staff) work together to ensure the building is ready for the next day. This helps the young people develop a sense of ownership of the school. Activities range from hoovering to ensuring the gym equipment is correctly stored away.

Social Development

Students are challenged to develop their social skills in a challenging and thought-provoking way. We encourage students to engage with current issues and news topics, as well as to engage in social action around school and in the wider community. For example, all our pupils participate in Outdoor Education during which time they are out in the public and required to learn and apply social etiquette and rules. We also run a peer-to-peer mentoring program. This allows our older pupils to gain a sense of responsibility and pride and enables our younger pupils to develop peer social skills in a protected environment. Most of our pupils also receive both off-site and on-site counselling and mentoring as part of their education. These sessions are individualised and will focus on the identified areas of need of each pupil.

Cultural Development

Our students study aspects of life in the UK as a multicultural society, so that they can appreciate the many benefits of living in a diverse society, as well as giving them opportunities to tackle and discuss perceived difficulties and issues related to it, within a safe environment. Our students also study aspects of life and culture in other countries in order to draw comparisons and to further appreciate links, and to empathise, with people from other nations and cultures. Our students study the processes and associated benefits of living in a parliamentary democracy, and what that means for citizens of the United Kingdom.

Group Learning

Students are given frequent opportunity to work both collaboratively and independently in lessons, whether in completing a one-off task, or working with others in a team project. We often use paired and group work to develop the ethos of being a team worker and an effective participant. Students are also encouraged to self-manage and reflect on their learning by being set tasks that require them to consider the relation of the learning to their own life and experiences. Students are set homework and follow-up tasks that require them to reflect on and/or put into practice new ideas and strategies from their learning. For example, students in Year 7 consider becoming more independent by taking on responsibilities and identify a strategy to try out at home.

Implicit Life Skills Learning

Our Life Skills teaching is taught implicitly throughout the curriculum and does not feature any lessons labelled as "Life Skills". This reflects that Life Skills themselves are a part of every day life and interwoven into all of our experiences. It also reflects that our students require more Life Skills learning than mainstream school students, but still benefit from studying a full and balanced curriculum.