



ROYAL HIGH SCHOOL BATH

G D S T

ROYAL HIGH PREP SCHOOL EDUCATION FOR LIFE SCHEME OF WORK (JJO) 2019-20

Education for Life (encompassing PSHE, Citizenship, Learning to Learn, British values E-Safety, Positive project and the 'Other Subject teaching) is an important element of learning at the Royal High School and is considered an integral and necessary part of the pupils' education. It can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

Whilst PSHE is non-statutory at primary school level, teachers are aware of the needs of the girls in their care and, as such, Education for Life is taught both directly and indirectly at the Prep School and forms an integral part of our holistic approach to educating young people.

The school takes into account the protected characteristics from the 2010 Equality Act as shown below:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

In accordance with the Department for Education advice in November 2014 on 'Promoting fundamental British values as part of SMSC in schools, the Royal High School is committed to raise awareness of these aspects as part of the 'Education for Life' curriculum. Within this remit, pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. They have an understanding of the areas that constitute British values:

- The Rule of Law;
- Democracy;
- Individual liberty;
- Mutual respect;
- Tolerance of those of different faiths and beliefs.

Within this framework, pupils understand and are able to identify negative and unacceptable behaviours such as racism, stereotyping and aggression. They are aware of the different beliefs and values within civilised society and can demonstrate respect and tolerance towards people different from themselves.

As part of a whole school approach, Education for Life develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The curriculum helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It is here

that pupils learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health, wellbeing, and sex and relationship education.

Learning opportunities take place in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.

DIRECTED TEACHING

Education for Life is taught weekly in a variety of ways; this may be in response to specific needs of the girls in our care, in response to an event that needs addressing promptly or linked to the school scheme of work. This approach equips our girls with a sound grasp of cause and effect, an understand of risk and equips them with the knowledge and skills to make informed decisions.

Learning takes place through:

- Whole school learning in Assemblies following school themes plus Appendix 2
- Circle time sessions;
- Inviting guest speakers – faith speakers; people from the local community – Police / Fire Service / Charitable organisations;
- Class workshops and visits – Life Skills; Child line and the NSPCC; Sex Education.
- Global / international awareness and development and Inspire options
- School Council: taking responsibility and having a voice.

Our school scheme of work (Appendix 1) covers all the areas of training that the teachers have received linked to Education for Life and acts as a guidance document. It links to the 5 '**Learning to Learn**' (Appendix 3) principles which are actively promoted throughout the school and in classroom displays (both written and visual). This programme aims at increasing self-awareness and appropriate social behaviour through achieving success within five key skill areas (explained in simpler, more child-friendly form at KS1 stage). Visual representations of these skills aids understanding and each year group uses targets to monitor these skills within the classroom.

Throughout the school, teachers promote the concept of 'Growth Mindset' developed by Dr Carol Dweck. It revolves around the belief that you can improve intelligence, ability and performance. Years of research have shown that mindset is malleable, rather than fixed, helping pupils to learning more effectively.

Sex Education sessions take place in Year 2, Year 4 and Year 6. In Year 2 the emphasis is on appropriate touch and positive relationships and in Year 4 on the early stages of puberty. Pupils recognise that these changes can happen at different times for different children and that this is normal. In Year 6 our aim is to prepare the girls fully for the changes they will experience during puberty. It is important that they feel that they are in a comfortable and safe environment and that school is a place where they can raise any concerns they may have. We use a long-established and highly successful DVD resource called **Living and Growing**, an educational resource that explains sex and relationship education as a developmental process, beginning in the early years at the appropriate level and progressing through childhood and adolescence into adulthood.

INDIRECT TEACHING

Indirect teaching incorporates Education for Life within the creative curriculum's thematic approach to learning within each year group, ensuring that it is taught within a specific context and is integrated within our holistic approach to teaching and learning. This allows a higher level of questioning to be introduced amongst the older girls and the opportunity to debate and question some of the 'bigger issues', for example:

| | |
|---|---|
| How does divorce affect people? | Year 4 Tudor theme |
| Is it ever right to fight? | Year 6 WW2 Theme exploring conscription, faith and conscientious objection. |
| When does Science challenges existing Religious belief? . | Year 5 Victorian Theme |

Education for Life is monitored by PLT in conjunction with the IT and Computing Coordinator and the Senior School Education for Life lead.

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| Reviewed: July 2019 | New Policy: July 2020 |
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Education for Life Scheme of Work

| Year 1 (in conjunction with EYFS/KS1 Assembly themes) | | | | | |
|--|---|--|---|--|--|
| Area of focus | Relationships | Reflective | Resourceful | Resilience | Risk Taking |
| Outcomes (end of Y2) | I reach agreements. I am beginning to change my behaviour to suit different roles and situations. I try to be fair to others. I take responsibility for the jobs I have been ask to do. I listen to other people. | With help from my teacher, I review my own work and identify what I have done well. I help set my own targets. I tell someone when I have problems in doing my work. | I ask 'Why questions and make links between ideas. I organise information in ways suggested by the teacher. I follow the steps and strategy for an enquiry. I look after my own belongings with some reminders. With support, I make sure I have what I need for a lesson/activity. I know where things belong at school and can tidy away independently. | I work well for rewards. I like activities to be achievable in a short space of time. I prefer times when there is a clear solution or when solutions are easily found. I need encouragement in order to persevere with a challenge. I manage distractions when helped by teacher. | I know that it is not a bad thing to get the answer wrong. I am prepared to put forward my ideas in a small group. I think about risks and try not to let this put me off having a go. |
| Positive Project/Time for Me | Relationship with self Relationship with others Communication | Mindfulness Future planning Accomplishments | | Resilience | |
| British values | Tolerance Mutual respect | Individual liberty | Rule of Law | Democracy | |
| PSHE and Citizenship | Feelings Secrets and surprises Similarities and differences | Personal hygiene Who to tell in not comfortable? | Healthy lifestyle – activity and rest Keeping safe outdoors (strangers/roads/berries/) Right and wrong Where does money come from and keeping it safe? | Who to go to for help | Looking after the environment (plants) |
| E – Safety (taught in computing) | Sharing information | Does this look correct? | Logging on and off Searching using safe websites | Who to go to if worried on-line | |

Plus any other themes that may arise through Girls of Concern

| Year 2 (in conjunction with EYFS/KS1 Assembly themes) | | | | | |
|---|---|--|--|--|--|
| Area of focus | Relationships | Reflective | Resourceful | Resilience | Risk Taking |
| Outcomes (end of Y2) | I reach agreements. I am beginning to change my behaviour to suit different roles and situations. I try to be fair to others. I take responsibility for the jobs I have been ask to do. I listen to other people. | With help from my teacher, I review my own work and identify what I have done well. I help set my own targets. I tell someone when I have problems in doing my work. | I ask 'Why questions and make links between ideas. I organise information in ways suggested by the teacher. I follow the steps and strategy for an enquiry. I look after my own belongings with some reminders. With support, I make sure I have what I need for a lesson/activity. I know where things belong at school and can tidy away independently. | I work well for rewards. I like activities to be achievable in a short space of time. I prefer times when there is a clear solution or when solutions are easily found. I need encouragement in order to persevere with a challenge. I manage distractions when helped by teacher. | I know that it is not a bad thing to get the answer wrong. I am prepared to put forward my ideas in a small group. I think about risks and try not to let this put me off having a go. |
| Positive Project/Time for Me | Relationship with self Relationship with others Communication | Mindfulness Future planning Accomplishments | | Resilience | |
| British values | Tolerance Mutual respect | Individual liberty | Rule of Law | Democracy | |
| PSHE and Citizenship | Change and loss (moving home, losing a pet) Different types of families Privacy and when to share a secret | Appropriate touch (to and from) Body parts and differences b/w boys and girls | Healthy lifestyle – Healthy eating Preventing the spread of disease Keeping safe indoors (medicines/fire/emergencies) Choices linked to money (spending, saving) | Helping yourself | Looking after the environment (conserving energy) |
| E – Safety (taught in computing) | Sharing information | Does this look correct? | Logging on and off Searching using safe websites | Who to go to if worried on-line | |

Plus any other themes that may arise through Girls of Concern

| Year 3 | | | | | |
|---|---|--|---|---|--|
| Area of focus | Relationships | Reflective | Resourceful | Resilience | Risk Taking |
| Outcomes (end of Y4) | I reach agreements and I am beginning to manage discussions. When reminded, I change my behaviour to suit different roles and situations. I take responsibility and am becoming more confident. I take an interest in, watch and listen to other people. | I review my own work and identify what I have done well. With help, I can suggest how to improve my work. I listen and act in advice about what I have to do to meet my targets. | I ask 'why', 'how, and 'what if' questions. I use techniques I am shown to collect and organise information. I plan the steps for an enquiry. With little support I make sure I am well equipped for particular tasks/lessons. I keep track of my belongings. | I keep going with an activity for the pleasure it provides, sometime also for reward. I keep focused, and sustain my attention, only sometimes getting slightly distracted. I try and remain patient if solutions are not readily at hand. I prefer clear solutions but I am becoming a better problem solver. When faced with a challenge I try to persevere for a short while before asking for help. | I know that if I am wrong about something, I can learn from it even if it upsets me. I sometimes try to think in unusual ways about things I am interested in. I think about risks and, with help, make decisions about the amount of risk involved. |
| Positive Project/Other Subject | Relationship with self Relationship with others Communication | Mindfulness Future planning Accomplishments | | Resilience | |
| British values | Tolerance Mutual respect | Individual liberty | Rule of Law | Democracy | |
| PSHE and Citizenship | Self Esteem – Keeping others safe Different relationships – acquaintances, friends relatives and families. Responsibility at home | Helping others – charity and volunteering Good citizen Fair Trade | Bikeability, rail, water and fire safety (2 year programme) Money – cost of living and being a critical customer | Human rights of a child | Assessing risks in school (risks, dangers and hazards) Environment - recycling |
| E – Safety (taught in computing) | Passwords and privacy What is a good on-line role model? | Know when to talk to an adult | On line reputation What is ok to share? | Being Internet sharp – what is real? | Know the Internet pillars Be Sharp, Be Alert, Be Secure. Be Kind, Be Brave |

Plus any other themes that may arise through Girls of Concern

Education for Life Scheme of Work

| Year 4 | | | | | |
|---|---|--|---|---|--|
| Area of focus | Relationships | Reflective | Resourceful | Resilience | Risk Taking |
| Outcomes (end of Y4) | I reach agreements and I am beginning to manage discussions. When reminded, I change my behaviour to suit different roles and situations. I take responsibility and am becoming more confident. I take an interest in, watch and listen to other people. | I review my own work and identify what I have done well. With help, I can suggest how to improve my work. I listen and act in advice about what I have to do to meet my targets. | I ask 'why', 'how, and 'what if' questions. I use techniques I am shown to collect and organise information. I plan the steps for an enquiry. With little support I make sure I am well equipped for particular tasks/lessons. I keep track of my belongings. | I keep going with an activity for the pleasure it provides, sometime also for reward. I keep focused, and sustain my attention, only sometimes getting slightly distracted. I try and remain patient if solutions are not readily at hand. I prefer clear solutions but I am becoming a better problem solver. When faced with a challenge I try to persevere for a short while before asking for help. | I know that if I am wrong about something, I can learn from it even if it upsets me. I sometimes try to think in unusual ways about things I am interested in. I think about risks and, with help, make decisions about the amount of risk involved. |
| Positive Project/Other Subject | Relationship with self Relationship with others Communication | Mindfulness Future planning Accomplishments | | Resilience | |
| British values | Tolerance Mutual respect | Individual liberty | Rule of Law | Democracy | |
| PSHE and Citizenship | Appropriate physical contact – seeking help Change – loss, divorce and bereavement | Early stages of puberty – body and emotions Balanced lifestyle Hunger and poverty | Healthy lifestyle – Dental Health Nutrition Viruses and Bacteria Basic First Aid procedures Bikeability, rail, water and fire safety (2 year programme) | Impact from the media to behave in certain ways Resisting pressures Substances and drugs – Energy drinks and smoking | Assessing risks beyond school (risks, dangers and hazards) Managing 'Dares' Environment and sustainability – Pollution |
| E – Safety (taught in computing) | Healthy on line relationships | Know when to talk to an adult | My digital footprint | Phishing hook – what is real, what is fake? | Starting to apply the Internet pillars Be Sharp, Be Alert, Be Secure. Be Kind, Be Brave |

Plus any other themes that may arise through Girls of Concern

Education for Life Scheme of Work

| Year 5 | | | | | |
|---|---|--|--|--|---|
| Area of focus | Relationships | Reflective | Resourceful | Resilience | Risk Taking |
| Outcomes (end of Y6) | I reach agreements and manage discussions. I adapt my behaviour to suit different roles and situations. I show fairness and consideration to others. I take responsibility, showing confidence in my beliefs. I always try to understand the point of view of another person. | I review my own work and identify what I have done well and what I can do to improve it. I set my own targets and know what I have done to meet them. I communicate my learning in different ways for different audiences. | I ask different types of questions and decide how to find out the answers. I choose techniques to collect and organise information. I plan the steps and strategies for an enquiry. I organise the resources I need for a task. I am well organised and I take responsibility for my belongings. | I keep going with an activity for the pleasure it provides, not for reward. I keep focused, and sustain my attention, resisting distractions even when faced with a challenge. I am happy for certain activities to continue for a number of days if a solution is not clear I try to solve problems I come up against independently. | I know that if I am wrong, I can learn from it. I am prepared to put forward my ideas or answers, even if they are not the same as others. I try to think in unusual ways. Knowing that I have to be careful as this might sometimes take me away from the point of the activity. |
| Positive Project/Other Subject | Relationship with self Relationship with others Communication | Mindfulness Future planning Accomplishments | | Resilience | |
| British values | Tolerance Mutual respect | Individual liberty | Rule of Law | Democracy | |
| PSHE and Citizenship | Personal boundaries – will to share and keep things private Inequalities – race, religion, globally, | Helping others – in school as role models Range of different ethnic and religious identities in the UK | How do people make money (enterprise)? Money – loan, interest, debt, tax and VAT How do laws affect me? Responsible use of mobile phones/devices | Challenge stereotyping Questioning media bias | Environment and sustainability – Energy |
| E – Safety (taught in computing) | Personal profiles Strong passwords | Evaluating Internet content | Safe use of email | Interpreting on line messages and reacting positively | Applying the Internet pillars - Be Sharp, Be Alert, Be Secure. Be Kind, Be Brave |

Plus any other themes that may arise through Girls of Concern

Education for Life Scheme of Work

| Year 6 | | | | | |
|---|---|--|--|--|---|
| Area of focus | Relationships | Reflective | Resourceful | Resilience | Risk Taking |
| Outcomes (end of Y6) | I reach agreements and manage discussions. I adapt my behaviour to suit different roles and situations. I show fairness and consideration to others. I take responsibility, showing confidence in my beliefs. I always try to understand the point of view of another person. | I review my own work and identify what I have done well and what I can do to improve it. I set my own targets and know what I have done to meet them. I communicate my learning in different ways for different audiences. | I ask different types of questions and decide how to find out the answers. I choose techniques to collect and organise information. I plan the steps and strategies for an enquiry. I organise the resources I need for a task. I am well organised and I take responsibility for my belongings. | I keep going with an activity for the pleasure it provides, not for reward. I keep focused, and sustain my attention, resisting distractions even when faced with a challenge. I am happy for certain activities to continue for a number of days if a solution is not clear I try to solve problems I come up against independently. | I know that if I am wrong, I can learn from it. I am prepared to put forward my ideas or answers, even if they are not the same as others. I try to think in unusual ways. Knowing that I have to be careful as this might sometimes take me away from the point of the activity. |
| Positive Project/Other Subject | Relationship with self Relationship with others Communication | Mindfulness Future planning Accomplishments | | Resilience | |
| British values | Tolerance Mutual respect | Individual liberty | Rule of Law | Democracy | |
| PSHE and Citizenship | Committed relationships, marriage and civil partnerships Forced marriage is a crime Terms - sex, gender and sexual orientation Gender equality | Human Reproduction Care of body – protection including FGM Helping others – prefects | Questioning the information in social media Life skills trip | Substances and drugs – Alcohol and drugs Avoiding habits Challenging prejudices | Environment and sustainability – Animals |
| E – Safety (taught in computing) | To share or not to share | Questioning Internet/social media content | Acting appropriately on-line | Cyber-bulling Mental health impacts of social media | Knowing the age appropriateness of Apps |

Plus any other themes that may arise through Girls of Concern

Appendix 2 Education for Life EYFS and KS1 Assembly Theme Suggestions

| Annual Assembly themes | | Cycle 1 themes | Cycle 2 themes |
|---|--|--|--|
| <ul style="list-style-type: none"> • New beginnings • Fairness • Friendship • Supporting each other • Being kind • Special people • Anti-Bullying • Looking after the environment • Working towards targets • Cranwell Citizen • Following rules (in school) • Following rules (beyond school – British Values) • 5Rs • Moving on | <ul style="list-style-type: none"> • Change • Self-esteem • Dealing with anger and cool down strategies. • Resilience • Relationships • Resourceful • Risk taking • Mindfulness • Taking turns and sharing, • Problem solving • Team work • Accepting others and differences | <ul style="list-style-type: none"> • Growing up • Rights of children (British values) • Different group of people (British values) • How to assist people who help us in school • Chinese New Year • Rosh Hashana • Holi • International Day of the girl | <ul style="list-style-type: none"> • Who is in charge? (British values) • Respecting differences (British values) • Everyone is unique (British values) • Stranger danger • How to assist people who help us at home • Hanukkah • Eid |
| Annual Special days | | Cycle 1 Special days | Cycle 2 Special days |
| Sept - Harvest Oct - National Poetry day Nov - Guy Fawkes/Remembrance Dec – Christmas Jan – Story telling week Feb –Internet Safety Day March - Mother’s day April – Easter May – Walk to school week June – Father’s day | | Sept – British Food fortnight Oct – Black History month Nov – St Andrew Dec – Christmas Jan – N/A Feb – Fair trade March - St David April – N/A May – Deaf Awareness week June – world Environment day | Sept – European day of languages Oct – One world week Nov – Road safety week Dec – Christmas Jan – N/A Feb – Pancake day March - St Patrick April – St George May – N/A June – recycle awareness week |

Plus any other themes that may arise through Girls of Concern

Appendix 3 An understanding of the 5Rs

Being Reflective:

Children are starting to ask questions, 'How am I doing?' and reflect in order to become the best possible learner as well as with regards to how they interface with their peers; they can make simple choices about their health and well-being (choosing between different foods / knowing they need sun protection); they understand the need for basic hygiene and keeping clean as well as how to keep safe in familiar situations (crossing the road safely).

Being reflective relates to the following kinds of questions:

- Can I identify achievements / tasks of which I am proud?
- Can I identify what I need to do to improve?
- Do I ensure I understand a task and, if not, ask for help?
- Can I vocalise what went well or not so well after an activity?
- Did I check my work through to ensure I have done my best?
- Am I starting to identify what my targets should be?
- Do I listen carefully (or read) comments made by my teacher / parents / friends about my work?

Being Resilient:

Children understand that there is always room for improvement in everything they do and that gradual adjustments will result in greater success; they appreciate that if they keep trying it is possible to bounce back from a set-back. Questioning should focus around:

- Do I have another go rather than give up?
- Do I keep focused until the end of a task even if I am finding it tricky?
- If I am finding something challenging, do I think of ways to make it easier, such as asking for help?
- If I get a question wrong, do I have the resilience to try again another time?

Taking Risks:

Children try new things when encouraged and thereby enjoy new experiences; join new clubs and groups both in and out of school and become more confident in trying and talking about new experiences with others. This equates to the following level of questioning:

- Am I keen to try new activities?
- Do I try to answer questions even when I am not completely sure of the answer?
- Do I put forward my ideas in small group work?
- Am I willing to try new foods at lunch time?

Will I attempt a new move in gymnastics, dance or sport?

Building relationships:

Children understand how to interact and learn from other people, think about each other and share within their daily lives; they can recognise that bullying is wrong and think of ways of dealing with it, setting themselves simple goals; children can recognise the effect of their behaviour on others and can co-operate; they recognise and respect similarities and differences and are able to show concern.

- Am I kind and caring to others?
- Do I recognise that some people think differently to me?
- Can I work well in a pair or small group?
- Do I recognise how others are feeling?
- Do I try hard to make sure people don't misunderstand me?
- Do I try to make sure I understand others and their point of view?

Being Resourceful:

Children can think for themselves and make decisions that positively affect both themselves and others; they are starting to take responsibility for their own learning and behaviour. Can they?

- Get themselves ready/ Know where things belong / Ask questions:
- Understand what is needed for each lesson and have the ability to get ready independently;
- Show evidence of thinking ahead and taking responsibility for their own belongings:
- Ask and remember where things are;
- Tidy away and leave belongings neatly when changing for PE or Ballet;
- Make sensible decisions about where to keep their personal belongings.
- Demonstrate curiosity by asking 'Why'; using books and asking others for help.