

## Subject

### Key Stage 3

#### Intent

Patcham High School is unusual and very fortunate, to have its own team of dedicated teachers in Life Skills plus designated time on the time table. It is a compulsory subject for all students throughout their 5 years here.

Encompassing a variety of topics, we aim to equip students with the transferable skills needed whilst they are still at school and which prepare them for their future as adults.

We believe this subject provides all our students with the opportunity to make decisions which help them become safe, respectful, accepting, well-informed, critical and active members of society.

Personal well-being helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Students explore similarities and differences between people and discuss social and moral dilemmas; exploring the complexity of opinions and clarifying their own values and attitudes.

Education for economic well-being is concerned with equipping students with the knowledge, skills and attributes to make the most of rapidly changing opportunities in learning and work.

Citizenship and Philosophy encourage young people to take an interest in both topical and controversial issues and engage in discussion and debate. The course covers: rights and responsibilities, duties and freedoms, laws and justice, and democratic institutions.

Through Worldviews students build understanding of Philosophy and Ethics and the six World Faiths. They are encouraged to develop their own understanding of their personal beliefs and to question misunderstandings and assumptions facing religious communities in our society.

#### Implementation

- Teaching across Life Skills is consistent and follows a rigorous curriculum map designed to develop key skills in our pupils such as assertiveness, saying no, seeking help and advice, staying safe
- The curriculum is designed in such a way as to introduce pupils first to a sense of personal identity, then community cohesion before addressing important issues facing individuals and the world
- Most learning taking place is thematic and draws upon skills and understanding from previous lessons. These links are emphasised throughout the scheme of work and embedded in teacher language
- Class charters are used as a tool to establish a safe learning environment which promotes respect and sensitivity as pupils understand the topics covered may be difficult for some of their peers.
- Pupils learn valuable information through delivery from teachers, class debate and discussion, news articles, music lyrics, and other relevant media forms
- Pupils are encouraged to develop a love of learning and interest in current affairs through making sense of the lesson content, challenging misconceptions and supporting their viewpoint.
- Teachers scaffold pupils towards success by differentiating to meet our pupils' needs, demonstrating thought processes and modelling tasks by drawing upon pupil contribution when planning how to tackle an activity
- Questioning plays a vital role in all Life Skills lessons where pupils are encouraged to explore, enquire and explain misconceptions and opinions against real facts
- Assessment for learning strategies implemented include peer marking, quizzes, questioning, discussion and checking work to ensure pupils are making progress in the lesson.
- Assessment in KS3 Life Skills is predominantly project based with pupils using clear success criteria to complete work to the best of their ability at home and in the classroom. Sometimes projects take place in groups and other times they are the result of independent study.

- As our subject tackles a range of issues facing our young people, we encourage healthy debate on these and sometimes use this as our assessment tool.
- Assessment in Worldviews in project based.

## Impact

Life Skills and Worldviews provide KS3 pupils with a strong foundation in critical thinking, analysis, empathy and expression of self. This provides them with the necessary skills suited for a variety of option subjects such as the Humanities, Media Studies, Sociology and the two we offer within our own department; Citizenship and Religious Studies.

The bi-annual Safe and Well at School Survey (SAWSS) results offer statistical evidence that the provision and delivery at Patcham High is successful, useful and effective. Students here are more likely to be safe, less likely to put themselves into risky situations, and know about local help and advice, feel comfortable about using support services. For example, the 2018 SAWSS data showed we have fewer KS3 pupils smoking and drinking alcohol compared to the rest of Brighton and Hove. Our pupils also rated the usefulness of their PSHE lessons higher than the rest of the city in six of the nine categories asked of them. This shows pupils both value, enjoy and act upon the learning taking place in their Life Skills lessons here at Patcham High.

## Key Stage 4

### Intent

Students continue with one hour a week of Life Skills in to KS4 which encompasses PSHE, Statutory Citizenship and Religious Education. In their lessons, they will address well-being issues affecting teenagers as well as more complex social and moral issues in the wider society.

Life Skills provides two GCSE options; Religious Studies and Citizenship for students to study alongside their compulsory one hour a week of Life Skills lessons.

Caroline Lucas, Green MP for Brighton Pavilion, has given recognition to some of our students campaigns as part of their GCSE Citizenship work, saying: "This is a wonderful example of how young people can engage with their local community to bring about change for the better."

Beginning in year 10, the Citizenship and RS courses aim to develop knowledge and understanding, encouraging students to become informed citizens, and advancing their skills of critical enquiry, communication, participation and responsible action.

During the two year courses the classes will explore local, national and international issues and events of current interest from wither a political (Citizenship) or religious (RS) standpoint.

### Implementation

- Teaching across Life Skills is consistent and follows a rigorous curriculum map designed to develop key skills in our pupils which encourage them to think critically and prepare them for the wider world
- The curriculum is designed in such a way as to support pupils through challenges facing adults in society; how to cope with these and how to make decisions in regards to their future, ethical dilemmas, politics and mental health
- Most learning taking place is thematic and draws upon skills and understanding from previous lessons. These links are emphasised throughout the scheme of work and embedded in teacher language
- Class charters are used as a tool to establish a safe learning environment which promotes respect and sensitivity as pupils understand the topics covered may be difficult for some of their peers.
- Pupils learn valuable information through delivery from teachers, class debate and discussion, news articles, music lyrics, and other relevant media forms

- Pupils are encouraged to develop a love of learning and interest in current affairs through making sense of the lesson content, challenging misconceptions and supporting their viewpoint.
- Teachers scaffold pupils towards success by differentiating to meet our pupils' needs, demonstrating thought processes and modelling tasks by drawing upon pupil contribution when planning how to tackle an activity
- Questioning plays a vital role in all Life Skills lessons where pupils are encouraged to explore, enquire and explain misconceptions and opinions against real facts
- Assessment for learning strategies implemented include peer marking, quizzes, questioning, discussion and checking work to ensure pupils are making progress in the lesson.
- In order to build and develop cross-curricular skills within Life Skills lessons at KS4, most assessments are essay based. This allows our pupils to express their own opinions, evaluate the views of others, draw upon content learned across a range of subjects and apply this to a range of situations.

## **Impact**

The bi-annual Safe and Well at School Survey (SAWSS) results offer statistical evidence that the provision and delivery at Patcham High is successful, useful and effective. Students here are more likely to be safe, less likely to put themselves into risky situations, and know about local help and advice, feel comfortable about using support services. For example, the 2018 SAWSS data showed our KS4 pupils are 30% more likely to report bullying to members of staff compared to the rest of Brighton and Hove. KS4 pupils at Patcham High have better confidence in how to use and access condoms (20% higher than citywide) as well as knowledge of, and seeking health advice for, chlamydia also being higher than citywide results (by 10%). Our pupils also rated the usefulness of their PSHE lessons higher than the rest of the city in seven of the nine categories asked of them. This shows pupils both value, enjoy and act upon the learning taking place in their Life Skills lessons here at Patcham High.