

Life Choices (PSHCE) Policy [Paragraph 2, Part 1 ISSR] Bablake Senior School

Author	Designated Safeguarding Lead
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Regulatory / Statutory Authority(ies)	<ul style="list-style-type: none"> ▪ The Independent School Standards Regulations (ISSR). ▪ Independent Schools Inspectorate (ISI) - Para 2, Part 1 ISSR – Curriculum, Quality of Education Provided; including 2(2)(d) – Personal, Social, Health and Economic Education
Related Policies, Procedures, and/or Documentation	<ul style="list-style-type: none"> ▪ British Values. ▪ Counter Terrorism Act 2015. ▪ The Prevent Duty. ▪ PHSE Guidance, Department for Education, www.Gov.UK. ▪ The PHSE Association. ▪ Life Choices Curriculum ▪ RSE Curriculum
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VERSION HISTORY

Version Number	Amendment(s) Or Formal Review	Date [Month/Year]	Summary of change(s)
1.0	Formal Review	September 2023	Formal Review and Approval at Full Governing Board
1.1	Update	January 2024	Updated Staff Contact Lists.
1.2	Update	April 2024	Updated Role Descriptors / Titles; New branding, minor formatting [no core content change].





Bablake

Table of Contents

1. Moral and Values Framework.....	3
2. Aims and Objectives of the Life Choices Programme.....	3
3. The Approach.....	4
4. The Programme and Delivery	4
5. Parental Partnership.....	5
6. Monitoring and Review	6

Changes are highlighted in yellow.



Life Choices (PSHCE) Policy

Bablake is an independent co-educational day school for pupils aged 11-18. The ethnic/religious mix reflects the diversity of the community from which the school draws its pupils.

1. Moral and Values Framework.

1.1 Life Choices reflects the ethos and values of the school as stated on the school website.

1.2 It seeks to prepare pupils for the opportunities, responsibilities and experiences of adult life in the 21st Century. RSE in particular will be delivered in such a way that the pupils have due regard to moral considerations and the value of family life, including the nature and importance of marriage for family life and bringing up children. See Bablake RSE Policy for further details.

2. Aims and Objectives of the Life Choices Programme.

2.1 The Life Choices Programme is linked to the four objectives of the Life Choices Framework i.e., to enable pupils to:-

- a) develop self-knowledge, self-esteem, self-confidence, independence and responsibility; and make the most of their abilities;
- b) play an active role as future citizens and members of society;
- c) develop a healthy lifestyle and keep themselves and others safe; and
- d) develop effective and fulfilling relationships and learn to respect the differences between people.

2.2 In order to meet these objectives and to incorporate the elements of Knowledge and Understanding, Attitudes and Values and Personal and Social Skills the programme aims to:-

- a) give accurate, factual, up-to-date information to enable decisions to be made on the basis of the facts;
- b) offer guidance in moral terms, whilst developing the pupils' own ability in decision-making and to be able to determine right from wrong;
- c) encourage personal responsibility in decision-making and in all forms of behaviour;
- d) make pupils aware of how their decisions affect people around them and to develop a caring and responsible attitude towards people and society in general;
- e) encourage pupils to develop a sensitivity towards the needs of others, as well as an awareness of, and respect for, other people's points of view and opinions;
- f) develop an awareness of difference in relation to gender, race and sexuality and to develop skills in challenging prejudice and valuing diversity;
- g) enable pupils to develop self-awareness, self-confidence, and self-esteem;



- h) enable pupils to develop skills of communication, listening, assertiveness, negotiation, co-operation and study;
- i) allow pupils to develop confidence in their ability to state opinions and to contribute to informal discussion without inhibition;
- j) develop a critical awareness of the value systems and messages of others such as the media and their own peer group;
- k) develop skills and strategies for recognising and resisting peer group pressure and for seeking help;
- l) assist pupils in making decisions in subject choices, identifying skills required for different careers and providing information for possible career choices; and
- m) reinforce the value of good manners, courtesy, consideration and respect, both for oneself and for others.

3. The Approach

3.1 The concept of a whole school approach has always been central to Life Choices, as themes, skills and information permeate all facets of school life and are within all aspects of the curriculum.

3.2 Opportunities to deliver the programme and its aims are therefore sought through:-

- a) designated time within the timetable according to the Life Choices Scheme of Work;
- b) teaching Life Choices in and through other subjects/curriculum areas e.g. Thinking about Relationships in RPE;
- c) occasional off-timetable experience specific to Life Choices; and
- d) other opportunities which occur in assemblies or as co-curricular activities, or enrichment opportunities, throughout the year, e.g. Careers Convention, theatre trips, field trips, charity events, community service etc.

4. The Programme and Delivery

4.1 The programme extends from Shells to Sixth Form. All Schemes of Work and Lesson Plans can be found on TEAMS. Requests for paper copies can be made to the Heads of Life Choices.

4.2 The Life Choices Scheme of Work is broadly sub-divided into five strands:

- 1. Education and Finance**
- 2. Relationships/Emotional and Social Wellbeing**





3. **Personal Identity/Mental and Physical Wellbeing**
4. **Citizenship and Charity**
5. **Risk and Safety**

Life Choices has a rich body of knowledge taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...'.

- 4.3 The programme aims to be culturally appropriate and inclusive of all pupils.
- 4.4 The delivery of the programme is primarily by Form Tutors but it is supported by outside speakers, the School Nurses, the Life Choices Co-ordinator, Senior Leadership and outside agencies.
- 4.5 It is delivered to mixed groups but where appropriate pupils may be divided into single sex groups.
- 4.6 All staff and visitors are asked to teach within the school's value framework and with regard to British Values in the wider context of the Counter Terrorism Act 2015 and Prevent Duty.
- 4.7 In areas where political issues are discussed, pupils will be offered a balanced presentation of opposing views and will preclude the promotion of partisan political views.
- 4.8 It is recognised that pupils respond and learn most effectively when active learning methods are used. To support this aim, the following teaching strategies can be used – factual literature, games, quizzes and questionnaires, videos/films to trigger discussion, sharing and listening, role play, values continuums.
- 4.9 In-Service Training is included within the ongoing CPD 'Twilight' programme and colleagues are also encouraged to attend external courses where appropriate.

5. Parental Partnership

- 5.1 We are committed to working with parents and carers and welcome their involvement with the Life Choices programme and in particular the RSE programme. Should parents wish to view teaching material, contact can be made with the Head of Life Choices, Key Stage 3 Mr Alex Larkin, AAL@csfoundation.org.uk; Key Stage 3 Mrs Amy Cassell, ASC@csfoundation.org.uk
- 5.2 Parents/carers have the right to withdraw their children from RSE content that is not part of statutory National Curriculum Science, however, we would strongly encourage parents/carers to look carefully at the curriculum before they make an informed decision. In such circumstances the school would hope to meet and discuss any concerns to see if fears could be allayed.
- 5.3 Where children are withdrawn, they will be given a self-study lesson under indirect supervision; parents/carers will also be given access to the lesson content.
- 5.4 School will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be





Bablake

Page 6 of 6

Life Choices (PSHCE) Policy, VI.2

withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. The process is the same for pupils with SEND. However, there may be exceptional circumstances where the Head may want to take a pupil's specific needs arising from their SEND into account when making this decision.

6. Monitoring and Review

- 6.1 Policy monitoring, evaluation and review will take place annually by the Senior Leadership Team and the Head of Life Choices, in response to ongoing government initiatives.
- 6.2 The Life Choices Programme will be reviewed annually by the Head of Life Choices, in response to policy changes and evaluations from Year Heads, Form Tutors and general school pupil evaluations which take place at regular intervals.

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