

# Juniper Hill School

## Life Skills Policy



*Kindness    Enjoyment    Achievement*

Written in February 2021

Reviewed January 2024

Reviewed March 2026

Next review March 2028

## **Intent**

At Juniper Hill School, our intent is to promote positive mental and physical health and resilience for our whole school community. We do this by providing thorough and comprehensive coverage of the statutory objectives contained in the Government's guidance on Physical Health and Wellbeing in Primary schools and Relationships and Sex Education and Health Education in Primary schools; as well as covering a series of wellbeing topics that are unique to Juniper Hill.

## **Introduction**

Our school vision is to help pupils to form and maintain healthy and positive relationships – with themselves as well as with others. We want them to be able to make positive and informed decisions about their own health – both physical and mental - and be able to recognise issues in themselves and others, as well as know where to seek support when issues arise. Our aim is to actively promote positive mental health in students and increase their awareness and understanding of common mental health problems, enabling them to become emotionally literate and self-aware. We will assist them in developing a 'tool box' that they can use to protect and develop their resilience to cope with whatever life throws at them, thus enabling them to grow into well-rounded healthy adults and to have the courage to be an individual and follow their own path.

Therefore, our Life Skills Policy is underpinned by our three school aims:















**Kindness** – we find ways to support and look after each other during our life-skills lessons, showing empathy, understanding and awareness towards others at all times.

**Enjoyment** – we find ways to make lessons creative, reflective and fun, not relying always on the written word.

**Achievement** – we encourage everyone to achieve all that they can, by engaging learners in quality teaching and learning opportunities and providing appropriate resources, progression and support.

## Curriculum aims

The aims of the Juniper Hill Life Skills Curriculum are as follows:

-  To develop emotional literacy relating to the type of emotions we feel and the degree to which we feel them
-  To help children understand simple self-care techniques and how they benefit physical and mental health and wellbeing
-  To recognise and understand mental ill health, as well as physical ill health, as well as where to go for support
-  To develop pupils' understanding of internet safety and harms
-  To teach early signs of physical illness and how to protect and prevent illness
-  To develop understanding about characteristics of healthy family life and understand that there are different types of families
-  To teach the children about the benefits of healthy and respectful relationships and how to resolve conflict or seek help
-  To help pupils understand the importance of self-respect and the impact of stereotyping (e.g. based on gender or race)
-  To teach children the role that empathy and kindness play in human wellbeing
-  To develop the children's understanding of the importance of self-compassion and how developing resilience is necessary for personal development
-  To teach the children about growth mindset and how our brain works
-  To create a 'Problem-solving Toolbox' to assist them with dealing with issues such as anger management, impulse control and inflexibility
-  To know how to look for the opportunities in adversity and to understand that experiencing adversity is normal.
-  To encourage the children to believe in themselves, stand in their own power, learn how to be optimistic and cultivate an attitude of gratitude

## Legislation and guidance










Juniper Hill's Life Skills Curriculum is based on the Department of Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education and meets the requirements set out in these documents.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## Roles and responsibilities

### Subject Leader

-  To raise awareness and understanding of mental health and wellbeing.
-  To motivate and support staff and encourage a shared understanding of the contribution mental health and wellbeing can make to pupils' – and their own – lives.
-  To create, embed and monitor a wellbeing/life skills curriculum to ensure that the statutory objectives of the new physical health and wellbeing guidance are addressed – in addition to the resilience curriculum that is unique to Juniper Hill - to ensure that children develop lifelong skills that will prepare them for their journey in life.
-  Have an overview of the subject that understands the knowledge and skills the children will develop as they progress through the school, thus ensuring continuity and attainment.
-  Help staff to develop implementation and delivery of the wellbeing curriculum via policy writing, schemes of work and resourcing
-  Look at current legislation and thinking
-  Manage resources and attend relevant courses where available
-  Maintain all relevant information in the relevant subject folder.
-  Work with all staff to ensure our children access the best quality curriculum and teaching and learning experience available to us.

### The Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

### The Headteacher

The headteacher is responsible for ensuring that this policy is adhered to.

### The Governors

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

## Organisation and Planning

The Life Skills Curriculum will be taught in Years 1 – 6 for 30 - 40 mins every week. Life Skills will be taught in place of a key stage assembly. There is flexibility as to the exact placement within timetables of these lessons to allow for sharing of resources and to allow teachers to organise their timetable in a way that suits the children.





There are 12 topics, with 5 or 6 lessons in each. The children will be taught a new topic every half-term. The curriculum will be taught on a two-year rolling programme – see next page for details. Each phase in the school e.g. KS1, LKS2 & UKS2 will be taught the same lesson each week.

EYFS will teach the units on a less formal basis, as appropriate for that age group.

YEAR ONE :	Life Skills Unit	Link to Value
Autumn One	Mindset/Goals (6 lessons) Juniper Hill School's Own Topics	
Autumn Two	Caring Friendships (5 lessons) Relationships/RSE objectives	Safety
Spring One	Self-Compassion (6 lessons) Juniper Hill School's Own Topics	Kindness
Spring Two	Mental Wellbeing (6 lessons) Relationships Education, RSE and Health Education Topics	
Summer One	Believe in Yourself/Hope and Optimism (6 lessons) Juniper Hill School's Own Topics	Enjoyment and Achievement
Summer Two	Respectful Relationships (5 lessons) Diversity/Relationships/RSE objectives	Respect

Year TWO :	Life Skills Unit	Link to Value
Autumn One	Families and People Who Care for Me (5 lessons) Relationships/RSE objectives	
Autumn Two	Empathy (6 lessons) Juniper Hill School's Own Topic	Kindness
Spring One	Internet Safety and Harms (6 lessons) Relationships Education, RSE and Health Education Topics	Safety
Spring Two	Problem Solving (6 lessons) Juniper Hill School's Own Topics	Courage Creativity
Summer One	Health and Prevention (5 lessons) Relationships Education, RSE and Health Education Topics	
Summer Two	Opportunities in Adversity (5 lessons) Juniper Hill School's Own Topics	Courage Independence

In order to promote positive mental health awareness and understanding, as well as ensuring coverage of the statutory objectives contained in the Government's guidance on Physical Health and Wellbeing in Primary schools and Relationship and Sex Education in Primary schools, we will use a variety of pedagogical strategies, including the following:

-  Discussions – e.g. Teacher led, individual and collaborative to develop critical thinking, self-awareness, self-expression and understanding/comprehension as well as reflection,
-  Demonstrations/Modelling/Role-play – to develop understanding, expectations, awareness and empathy for others,
-  Research – whole class, collaborative and individual – to develop understanding, independent thinking and independent learning,
-  Practical activities – whole class, collaborative and individual – to develop problem-solving skills, communication and understanding and independent learning, as well as resilience.

## **Monitoring/Assessment/Inclusion**

All children from Year 1 to Year 6 will have a Life Skills Journal that they will take with them as they move up through the school. (EYFS children will mainly be learning through stories and practical activities.)

The work the children produce in their Life Skills Journal will obviously depend on the lesson. There is no expectation in terms of quantity or type of work that the children produce **as long as the work has meaning to the individual child**. There is no right or wrong presentation style – the children are encouraged to be creative and take ownership for how they choose to record their work.

Children's understanding and progress will be assessed by way of Me and My Feelings questionnaires and Leuven Wellbeing Scale observations, as well as observations within the classroom and work produced.

Because the way in which the children record their work is down to their own personal choice, all pupils – regardless of their level of attainment, background, SEN or EAL needs will be able to participate.

Teachers will plan and deliver lessons so that pupils with SEN and/or disabilities can access the content and be supported appropriately so that there are no barriers to them achieving the objective of the lesson.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Policy Review**

This policy will be reviewed every 3 years as a minimum.

This policy should be read in conjunction with:

Mental Health and Wellbeing Policy

Child Protection Policy

First Aid Policy

SEND Policy

Behaviour Policy

Anti-bullying Policy

PSHE and SMSC&D Policy.

Sex Education Policy