



LV4Life (PSHE) and PPE Policy

This also applies to the EYFS

LVS Ascot School is a co-educational, day and boarding school with pupils of all abilities and backgrounds from four to eighteen years of age. The effective delivery of LV4Life and PPE contributes to a good behaviour ethic and a welcoming, friendly, calm, purposeful and supportive atmosphere in the school for both day and boarding children.

Policy Context & Rationale

This policy covers our school's approach to promote students' social and cultural, moral, spiritual, emotional, physical and intellectual development as well as their understanding of the importance of being good, responsible citizens in an ever changing and demanding society. The LV4Life and PPE programme contributes to preparing a child for life in British society.

To promote this development with a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

This policy is continually updated to reflect pupil involvement throughout the school year, through active consultation in LV4LIFE/PPE lessons and through the medium of the school's Pastoral Committee which is chaired by the Deputy Head Pastoral. It will be reviewed on a termly basis, reflecting the changing dynamics of the school environment.

Policy Availability

Parents, guardians and carers will be informed about the policy through being published online at <https://www.lvs.ascot.sch.uk/about-lvs-ascot/policies/>.

Policy Aims & Objectives

Our school's overarching aims and objectives for our pupils are...

- To reflect on the past to embrace the challenge of the future.
- To be resilient, inquisitive and creative.
- To be happy and healthy.
- To live with integrity, empathy and humility.
- To be courageous, bold and robust in our endeavours.

Our LV4LIFE/PPE education programme helps to underpin our school aims by:

- Delivering a whole school consistent, balanced approach to the LV4LIFE and PPE curriculum which is thoroughly planned and well-resourced.

- Work with outside services to bring in additional expertise to help support and enrich the delivery of the two subjects.

The LV4LIFE and PPE programmes actively encourages our children to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others and to understand what to do when relationships go wrong;
- Have respect for others regardless of their socio-economic or cultural backgrounds;
- Be independent and responsible members of the school community;
- To be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.

The LV4LIFE and PPE subjects both work to support and underpin the fundamental British Values of:

- The rule of law;
- Democracy;
- Individual liberty;
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Creating & Safe and Supporting Learning Environment

As LV4LIFE (PSHE) education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy is that is understood by all (adults and children) are important elements of creating this. All pupils display these 'ground rules' in the front of their LV4LIFE exercise books, along with creating their own rule at the start of a new academic year.

We will ensure that where pupils individuate that they may be vulnerable and at risk, they will get appropriate support by internal/external organisations. At all times the school's safeguarding/child protection policies will be implemented and checked, to ensure clarity about what is required in such circumstances.

This policy is informed by the following school policies:

- Relationships
- Drugs' and alcohol education
- E-Safety
- Personal Development
- Ethics
- Politics
- Financial awareness
- Economic
- Philosophy
- Anti-bullying
- Law
- Careers
- Current affairs
- Personal safety
- First Aid
- Nutrition

Entitlement and Equality of Opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by using a full range of teaching and learning styles. These place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. Tutors of LV4LIFE are provided with a comprehensive set of lesson plans, PowerPoints and teaching resources which are age appropriate and have been created by 3D PSHE Dimensions (<http://www.dimensionscurriculum.co.uk/>). These are tailored by the childrens tutors to ensure a personal approach to delivery.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access the LV4LIFE/PPE education provision.

We actively promote diversity and inclusion will consider all pupils' needs by encouraging the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising within their respective houses, the planning of school special events such as assemblies or involvement in an activity to help other individuals or groups less fortunate than themselves.

We offer the children the opportunity to hear a range of speakers and work with outside services in order to bring in additional expertise to enrich our LV4LIFE and PPE curriculums.

In our Junior and Senior Schools, LV4LIFE and PPE is taught within a designated tutor session. During these times the children are given the opportunity to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

The School Nurse within the Health and Wellbeing Centre, members of key pastoral staff, Sexual Education specialists and external visitors also provide part of the delivery of the curriculums.

We will use LV4LIFE and PPE education as a way to address diversity issues and to ensure equality for all by creating a tailored scheme of works to address sensitive issues, taking into account the specific needs of our pupils. This policy relates to our school's equality, diversity and inclusion policies. Classroom practice and pedagogy should take into account pupils' ability, age, readiness and cultural backgrounds, and should be adjusted to enable all pupils to access the learning. We promote active engagement in learning, rather than passively receiving information, which we feel is the most effective form of teaching in LV4LIFE/PPE education. Pupils need to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

Full LV4LIFE and PPE education provision should be and is made accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE (Relationship and Sex Education) not within the national curriculum science programmes of study. Parents are invited to make contact with the Heads of LV4LIFE/PPE if they have any concerns regarding this.

As far as it is appropriate, pupils with special educational needs should follow the same LV4LIFE/PPE education programme as all other students. Careful consideration should be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Tutors will work with individual pupils where required, and if appropriate.

We recognise the fact that there are children of different abilities in all classes and we provide suitable learning opportunities in LV4LIFE and PPE for all children by matching the challenge of the task to the ability of the child. We try to achieve this by:

- Setting common tasks that are open-ended and can have a variety of responses;
- Setting tasks that are differentiated to meet the children's different ability levels;
- Providing resources of different complexity according to the ability of the child;
- Using Teaching Assistants where appropriate, to support the work of individual children or groups of children.

In LV4LIFE and PPE we provide specific input, matched to individual needs, for those for whom English is not their first language.

It is not the school's policy to withdraw pupils with special educational needs from LV4LIFE education to catch up on other national curriculum subjects: these aspects of personal and special development are as important to all pupils as their academic achievement.

Intended Outcomes

As a result of our LV4LIFE and PPE programme of learning, pupils will:

- Know and understand positive and negative risk to self and to others. They will equip the pupils with the skills to clarify their own values and to re-evaluate them and their beliefs in light of new learning, experience and evidence.
- Be able to recognise, evaluate and utilise strategies for managing influence in life.
- Develop the skills of resilience, perseverance, conflict resolution, emotional intelligence, self-management and self-respect. LV4LIFE and PPE also aims to equip our pupils with skills for future employability including: active listening and effective communication, team working, negotiation, leadership skills and presentation skills. It is hoped that LV4LIFE will aim to develop and maintain a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).
- Understand they have a right to ask questions and to seek help from a variety of sources if they so wish.
- Understand they have a responsibility to show empathy and compassion for others' rights and own beliefs, values and opinions.

...for now and in their future lives.

Learning & Teaching

In our teaching we promote an ipsative approach to assessment, considering our pupils' starting points are within the curriculums. Pupils will bring differing levels of knowledge and understanding to any issue explored through LV4LIFE and PPE education. We will determine pupils' prior knowledge by promoting an inclusive classroom environment whereby open forums and discussion will take place.

The programme will be taught through a range of teaching methods, including:

- Interactivity
- Participation and engagement
- Seeking pupils' views before, during and after a topic
- Have clear learning objectives
- Promote inclusion
- Take a developmental approach
- Ensure coherence and teamwork
- An environment whereby pupils are demonstrating independence
- Pupils are critically thinking
- Pupils are encouraged to work constructively with others
- A utilisation of a range of sources to help promote higher ordered thinking skills.

We will ensure that sessions, including those on risky behaviours, will remain positive in tone.

We will help pupils make connections between their learning and 'real life' behaviours by encouraging discussions, role plays and through active participation in lessons using a range of teaching strategies. Tutors will draw upon 'real life' examples constantly throughout the LV4LIFE and PPE teaching programmes, along with utilising current up-to-date resources and case studies.

During Key Stage 3 (Years 7 to 9), pupils will explore the following topics/themes:

- Self-esteem and confidence
- Personal strengths and weaknesses
- Accepting feedback and rejecting unhelpful criticism
- Taking responsibility for your own physical health and personal hygiene.
- Benefits of physical exercise.
- Purpose and importance of immunisation and vaccinations.
- Managing growth and change as we grow older.
- Basic First Aid skills
- Importance of team work
- Importance of communication and active listening. Negotiation and assertiveness skills.
- Recognising peer pressure and having strategies to manage this.
- Feelings and pressures associated with different relationships.
- Addiction, dependence and habit. Strategies to cope and avoid.
- Social and moral dilemmas about money.
- Mental and emotional health. Strategies for managing and learning about a range of healthy coping strategies.
- Causes and triggers for unhealthy coping strategies.
- Importance of a work, leisure and exercise balance.
- Balanced diet and its importance.
- Role of the media in life and its impacts on creating a positive sense of self.
- What makes good relationships?
- What makes relationships bad?
- Importance of relationships for family life.
- Roles and responsibilities of parents, carers and children in families.
- Bullying and strategies to manage.
- Challenging stereotypes.
- Celebrating similarities, differences and diversity among people. Challenging prejudice, bigotry, bullying and discrimination.
- Support services which are available to help.
- Sexual health and the use of contraception. Promoting healthy and safe relationships.
- Risks related to unprotected sex.
- Importance of looking after ourselves.
- Ways of reducing risk in our lives. Personal and social risks and consequences of substance use and misuse.
- Accessing local services for help.
- Promoting personal safety.
- Protecting our 'online' identification
- Drugs and the dangers associated with them both legal and illegal substances.
- Importance of friendship
- The importance of consent in relationships.
- Differences between assigned/biological sex, gender identity and sexual orientation.

- Unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so.

During Key Stage 4 (Years 10-11), students will explore the following topics:

- Personal strengths and weaknesses.
- Mental health.
- Finding help when needed.
- Sexual health
- Body image and the influence of the media.
- Risks associated with cosmetic and aesthetic procedures.
- Basic First Aid skills
- How to reduce risk in our lives?
- Drugs
 - Risks and consequences associated with legal and illegal substances.
- Importance of good relationships.
- Marriage and civil partnerships.
- Parenting skills.
- Characteristics of a bad relationship.
- Exploitation and bullying. Sexual abuse online and offline. Influence of gangs and strategies to respond appropriate or access support.
- Role of sex in the media.
- Seeking consent and respecting others.
- Impact of drugs and alcohol
- Understanding and respecting others' faith and cultural expectations.
- Discrimination and how to challenge it.
- Extremism and intolerance
- Protecting others in our community.
- Influence of the media in our lives today.
- Harassment and risks associated with this online and within the workplace.
- Importance of confidentiality in the workplace.
- Rights and responsibilities at work.
- Future employability and the importance attached to developing our strengths and skillset.
- Importance of time management, self-organisation and presentation.
- Learning about career pathways.
- Managing our finances
- Consumer rights
- Basic First Aid skills continued into Year 11.
- How to perform CPR
- Healthy lifestyle choices
- Unhealthy coping strategies and ways to seek help.
- Mental health and ways to seek help for self and for others.
- Sexual health and contraception
- Consequences of unintended pregnancy.
- Parenting skills and qualities and their importance to family life.

- Why do people foster/adopt?
- Abortion – the current legal framework and the range of beliefs and opinions about it
- Options for people whom are unable to conceive.
- Supporting others.

During Key Stage 5 (Years 12-13), students will explore the following topics:

- Road safety for young drivers
- Staying safe
- Drugs and the consequences of misuse
- Sexual health and STI's
- Consent
- Effective time management
- Identification of personality traits
- E safety, AUP and healthy digital device use
- Procrastination
- Post 16 mental health and counselling
- Financial management and debt
- Alcohol and the consequences of misuse
- Planning for post 18 options and choices
- Current topical issues and political debate
- British values and living in a multicultural society
- Making the step up to Sixth Form study

We allocate a weekly tutor session for LV4LIFE and PPE in Years 7 to 11. LV4LIFE and PPE both share half a term throughout Years 7 to 9. In Years 10 and 11, students are given the full academic year for LV4LIFE. Our LV4LIFE and PPE education provision is mapped and planned effectively and is regularly reviewed by the Heads of LV4LIFE and PPE.

We will assess pupils' learning and progression through assessment for learning strategies in class and through the exercise books provided to all pupils' for their LV4LIFE lessons. Teacher observations and student work will form the majority of the assessment in PPE. This forms our evidenced based approach for pupils' learning and progression.

Ground rules are established at the start of LV4LIFE and PPE lessons, in order to promote pupil involvement in all of our lessons. Due to the nature of the LV4LIFE education, pupils' learning may result in them seeking advice or support on a specific issue. Tutors/staff will follow the school's disclosure policy at all times. All pupils' questions will be answered by the appropriate member of school staff.

Involving Parents & Carers

LV4LIFE and PPE is strongest when there is communication and collaboration between the school and home.

Parents have the right to withdraw their children from aspects of RSE (Relationship and Sex Education) which do not form part of the science national curriculum. Please contact the Deputy Head Pastoral if you wish to discuss this further.

Last reviewed: 10.10.2018
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