



# LONGSTONE SCHOOL

## KS4 Life Skills Policy

**Article 19 –**  
Every child has the Right to be Safe

**Established 2022**  
**To be reviewed 2024**



## **Introduction**

This policy outlines the aims, principles and strategies for the teaching and learning of CCEA's Entry Level Life Skills qualification. **(Article 28 Education)**.

## **Aims of the School**

In Longstone we aim to provide a broad and balanced set of educational and vocational experiences, which are designed to prepare our pupils for life after school, including the skills and attributes which are necessary for participation in the world of work.

Through the Life Skills qualification, we try to achieve these aims by teaching a range of units which will be relevant to the pupils in Further Education, Training and in Employment, in their personal lives and in their own community. The staff work hard to create a happy and secure learning environment where pupils are motivated to succeed, are rewarded for success and are encouraged to respect the rights of others. **(Article 29 Talents & Abilities)**.

## **Aim of the CCEA Life Skills qualification**

The Life Skills qualification helps our pupils to develop transferable skills that benefit them in many aspects of their lives, both at home and in school or college. Pupils enhance their employability by developing their confidence in communicating with others, working as part of a team and recognising their own strengths and weaknesses. Life skills also encourages our pupils to become active participants in their local community. They develop self-confidence, which allows them to deal effectively with challenges such as bullying or discrimination. A qualification in life skills is about preparing learners for adult life and giving them opportunities to progress to further study or the world of work **(Article 29 Develop Talents & Abilities & Respect the Environment and Other People)**.

## **CCEA Life Skills and the Northern Ireland Curriculum**

This specification builds upon the broad objectives of the Northern Ireland Curriculum

**(Article 28 Education)**. It enables pupils to:

- Develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as money management, personal preparation for employment and self-improvement and effective behaviour at work.
- Develop personal skills in areas such as: Self-awareness, personal health and relationships (Personal Development); Diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and Work in the local and global economy, and career management (Employability);
- Develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues by providing opportunities to explore topics such as Enterprise.
- Investigate sustainable development, health and safety considerations, and European developments, by providing opportunities to explore topics such as working in a team and Participating in Exercise.
- Develop skills that will enhance employability by providing opportunities to make effective use of technology.

### **Staff in the Department**

Teaching Staff: Mrs Plunkett, Mrs McCracken, Mrs Cromie & Mr Guthrie

Classroom Assistants: Mrs Cunningham, Mrs Smith, Mrs Dowds, Mrs Nixon, Mrs Rolston, Miss Frazer, Mrs Blair, Ms Kane

### **Staff Development**

Staff will attend relevant agreement trials led by CCEA when they resume. Work is externally moderated and feedback from moderators will inform how units are taught, assessed and presented.

## CCEA Life Skills Assessment

We piloted the Life Skills Award in 2020 - 2021, with 10 pupils completing 3 units of the award, taught by SP at Entry Level 1, 2 & 3. In September 2021 we further rolled out the qualification to a wider range of pupils, with more teachers delivering the subject which now forms the basis of our curriculum for both Personal Development and Citizenship in KS4.

### (Article 29 Develop Talents & Abilities).

The qualification is 100% portfolio based with a mixture of written and practical tasks. Pupils can work towards Entry Level 1, 2 or 3 depending on their individual abilities.

Class	Subject	Term 1	Term 2	Term 3
Yr 12	Personal Development	Life Skills Home Management SP & CM	Life Skills Personal Safety SP & CM	Life Skills Leisure for Pleasure SP & CM
Yr 11	Personal Development	11A Life Skills Healthy Active Life Styles MC 11B Life Skills Relationships & Sexuality E6	11A Life Skills Relationships & Sexuality E6 11B Life Skills Healthy Active Lifestyles MC	
Yr 12	Citizenship	Life Skills Travelling in my Community SP	Life Skills Using Shopping Facilities SP	Life Skills Participating in a Community Project SP
Yr 11	Citizenship	Life Skills Using social media Safely SP	Life Skills Looking after my Mental Health SP	Life Skills Representing Myself SP

## Life Skills Assessment for Learning

- Learning intentions and success criteria are displayed on teaching resources and talked through with the pupils at the beginning of every lesson. These are revisited at the end of the lesson to check understanding. (Article 28 Education)
- Pupils engage in peer and self-assessment in units such as Community Project and Leisure for Pleasure. (Article 12 Opinion)
- Pupils celebrate success after completing each unit and on successful completion of the award on Prize Day. (Article 29 Talents & Abilities)
- Pupils complete the self-evaluation sheet at the end of each unit in order to reflect on their progress and think about how the unit has affected their future plans.
- Each unit is marked by the teacher who delivered the subject and work is internally verified in IV meetings.

## **Differentiation**

Classroom Assistant support is essential in helping our lower ability pupils achieve this award. Some pupils with complex needs may not be able to complete all units with the degree of dependence required by CCEA, in this case they will complete fewer units and be awarded with certificates for the units they complete ([Article 2 Non Discrimination](#)).

We use a variety of teaching strategies in order to cater for pupils individual learning preferences. Pupils can provide evidence in the form of photographs, diagrams, diaries, typed reports and written answers to questions.

## **Teaching Strategies**

A variety of teaching strategies are utilized throughout the duration of the two-year course. These include: teacher led lesson using PowerPoint, pupil led team projects, workshops by guest speakers, practical assessments, educational visits and work-related learning opportunities. ([Article 17 Access to Information](#)).

## **Thinking Skills and Personal Capabilities**

Individual term planners for each unit highlight opportunities to develop a range of Thinking Skills and Personal Capabilities through the use of Skills Builder. Teachers should include Skills Builder mini lessons from the Hub in their term planners.

## **RRSA & Global Citizenship**

Pupils rights are respected in all Life Skills lessons, their opinion is listened to and valued, they are provided with a safe environment and they are encouraged to develop their talents and abilities. ([Article 29 Develop Talents & Abilities & Article 24 Safe Environment](#))

The pupils learn about how to stay safe and how to make a valuable contribution in their school and home community. They also learn how to be responsible shoppers, making ethical choices when they are buying items on a shopping list ([Article 29 Protect the Environment](#)).

## **Health and Safety**

Teachers should work to create a safe and secure environment in and outside of the classroom. When learning takes place out of school, on educational visits for example, appropriate risk assessments must be undertaken. ([Article 24 Safe Environment](#)).

Evaluation: Policy to be reviewed in August 2024