HAMPTON
PRE-PREP & PREP SCHOOL

CURRICULUM DOCUMENTATION

Life Skills

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2026-2027

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1. Introduction

Personal, social, health and economic education (PSHE) is the planned provision to promote the pupils' personal, social and emotional development, as well as their health and wellbeing. We aim to equip the children with the knowledge and skills they need to lead confident, healthy and independent lives. We aim to help them understand how they are developing personally and socially and to tackle many of the moral, social, and cultural issues that are a part of growing up. We aim to give the children an understanding of the rights and responsibilities that are part of being a good citizen and introduce them to some of the principles of prudent financial planning and understanding, thereby developing a secure sense of identity to function well in the world.

We are mindful that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. Naturally, this presents many positive and exciting opportunities but also challenges and risks. In this environment, it is essential that our pupils know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way, including the nature and quality of the personal relationships they will establish and seek to maintain.

We believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. To this end, we value the importance of Life Skills (PSHE) in preparing children for the opportunities, responsibilities, and experiences of adult life, including fostering healthy relationships. We believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions.

We are also aware of the way that Life Skills (PSHE) supports many of the principles of Safeguarding (see Safeguarding (Child Protection) Policy) and the Relationships Education Policy. At Hampton Pre-Prep & Prep School (the School), we are very conscious that Relationships Education and Life Skills are inextricably linked. Together, they provide an important forum to give pupils vital skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. It is, therefore, a tool to safeguard children.

Relationships Education is, therefore, an essential and integral part of the Life Skills (PSHE) programme at the School and aims to promote equality between individuals and groups irrespective of individual differences. It involves an exploration of human and social diversity, and a fostering of self-worth. School based Life Skills (PSHE) complements and helps children and young people make sense of what is implicitly and explicitly learnt at home from parents, carers, family, friends and wider society and is therefore a vital part of their personal development.

We take a whole school approach to the subject: we believe that Life Skills (PSHE) teaching will not impact upon beliefs and behaviour if school systems, structures, experiences and expectation do not support classroom learning.

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2. Aims and Objectives

The Life Skills Department aims to: -

- give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives to become informed, active, responsible and positive members of a diverse multicultural society;
- encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the School, the local community and indeed the global community;

- help children to learn to recognise their own worth, work well with others and become increasingly responsible for their own learning;
- ensure the children experience the process of democracy through participation in classroom management (for example, Break-time Helpers, House Captains, School Council and Head Boy);
- support the children in becoming more discerning in their ability to assess the reliability of sources;
- teach children about their rights and their responsibilities to each other;
- promote the spiritual, moral, cultural, mental, and physical development of our pupils, preparing them for the opportunities, responsibilities, and experiences of later life.

We aim to develop in our pupils: -

- independence and self-confidence.
- a sense of social justice and moral responsibility, and to understand that their own choices and behaviour can affect local, national or global issues;
- respect for different national, religious and ethnic identities;
- the ability to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK and the world;
- to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world;
- the confidence to embrace change, feeling positive about who they are and enjoy healthy, safe, responsible and fulfilled lives;
- a sense of self; to recognise, develop and communicate their qualities, skills and attitudes and reflect on and clarify their own values and attitudes.

Life Skills (PSHE) and our pupils' spiritual, moral, social and cultural (SMSC) development is more crucial than ever for personal development, behaviour and welfare, safeguarding and ultimately, the overall effectiveness of the School.

Life Skills (PSHE) includes the four strands as defined by the Qualifications and Curriculum Authority (QCA), that is to:

- develop confidence and responsibility;
- prepare pupils to play an active role as citizens;
- develop a healthy, safer lifestyle;
- develop good relationships and respect others.

These strands will be central to the Life Skills (PSHE) programme throughout the School. As will the promotion and development of *Every Child Matters: Change for Children*, *Children Act 2004,* outcomes:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic wellbeing.

The Children Act 2004, through the *'Stay Safe'* outcomes of Every *Child Matters: Change for Children* programme, places a duty on schools to safeguard and promote the well-being of pupils. This includes the need to ensure that all adults who work with or on behalf of pupils are competent, confident and safe to do so.

3. Equality, Diversity and Inclusion

All schools within the Hampton School Trust ('the Trust') are committed to encouraging equality, diversity and inclusion, and to eliminating unlawful discrimination within the Trust and its wider community. For more information see the Equality, Diversity and Inclusion Policy.

We remain conscious that our Life Skills (PSHE) provision should remain within the guidelines of protected characteristics as defined in The Equality Act 2010; it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. The School's Life Skills (PSHE) curriculum promotes respect and a culture of tolerance and diversity, and this is firmly embedded in the School's Aims and Ethos. Promoting Equality, Diversity and Inclusion are found throughout the curriculum.

All curriculum subjects continually seek to create further opportunities for pupils at our School to recognise the importance of equality, diversity and inclusion. Heads of Department are responsible for overseeing this aspect of their subject and discuss ways in which their subject is reflecting the ethos of the school with regards to equality, diversity and inclusion with the Deputy Head Academic at Department Development Meetings.

4. Fundamental British Values

We value and celebrate the diverse heritage of everybody at the School, but alongside that, we value and celebrate being a part of the United Kingdom. Fundamental British Values are embedded throughout the Life Skills (PSHE) curriculum and the Personal, Social, & Emotional Development (PSED) for our youngest pupils. Pupils examine and identify strategies to deal with a range of pertinent issues and maintain a strong and healthy self-esteem. Through the development of the pupils' personal wellbeing, including mental health and growth mind-sets, the pupils develop resilience. As pupils learn to respect themselves, it makes them better able to treat others with mutual respect.

In accordance with the *Prevent* strategy, 2024, the following fundamental British Values are actively promoted in much of what we do, for example, during RE, school assemblies, Form Time and for the younger children in Kindergarten and Reception through the area of learning and development PSED:

- Democracy: making decisions together;
- Individual liberty: freedom for all;
- Mutual respect and tolerance: treat others as you want to be treated;
- Rule of law: understanding rules matter.

Teaching must not undermine Fundamental British Values. As well as actively promoting the above, the opposite applies. We challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

5. Resources

We use material from Jigsaw, the PSHE Association, Twinkl, the NSPCC and other high quality resources to support the delivery of Life Skills lessons. This programme draws together the Life Skills programme, including elements of Relationships and Health Education for Reception to Year 6. We ensure that cross-curricular links are made where possible i.e., through ICT (e-safety), Religious Education (RE) and Science.

6. Time Allocation and Staffing

At the School, every class has a Life Skills (PSHE) lesson once a week. The curriculum has been developed to meet the aims stated above and is flexible and not overly prescriptive, to be at times reactive to circumstances that arise and to children's needs.

In the Prep, one 40-minute lesson per week is timetabled for Life Skills. This is supplemented with the weekly 20-minute Form Teacher session and assembly programme and through cross-curricular links,

for example in Science, RE, PE or Humanities. The Life Skills lessons are delivered by the Deputy Head Pastoral (DHP) (in Year 5 and 6) and Form Tutors (in Year 3 and 4). The lessons are planned by the DHP to ensure the sessions are consistent, progressive, and targeted for the pupils needs.

In Pre-Prep, the content of our Life Skills (PSHE) programme is delivered by Class Teachers in discrete sessions of at least 30 minutes but is also part of a cross-curricular approach, for example, through Science, RE, PE or Humanities teaching as well. Circle Time also provides a useful platform for discussing pertinent topics with our youngest children. The content of these sessions may be planned according to our programme or may arise from issues and questions raised by the children in response to their experiences.

Form assemblies and whole school assemblies provide a useful forum for imparting and discussing information, experiences, and attitudes. Similarly, the time spent out of the classroom in the playground and dining hall can be a positive learning opportunity. As such the whole school, including non-teaching staff, support the programme.

In addition to these class-based lessons, pupils are given the opportunity to hear a diverse range of outside speakers covering relevant topics. National awareness weeks are also reflected upon and as a basis for activities and events.

7. Learning Support Provision

Staff conducting Life Skills (PHSE) sessions make every effort to include and support all pupils with suitable and accessible learning material. Support and advice can be sought from the Heads of Learning Support (Pre-Prep & Prep), other teaching staff and Teaching Assistants.

We are also appreciative of and are sensitive to the diversity of backgrounds in our School Community. We are aware f the children's various needs and match our programme to their age, experiences and maturity and will adjust it accordingly. Further details can be found in the Trust's Equality, Diversity and Inclusion Policy - **click here**

As in all other subject areas, the School strives to enable all pupils to reach their full potential. Timetabled Life Skills (PSHE) sessions are delivered within the context of Form or, sometimes, Year groups. Appropriate differentiation needs are taken into consideration when preparing sessions to enable all members of the group to have equal access to the session. It is to be remembered that a pupil who is not particularly good at articulating himself or herself on paper may well shine in open discussion, and vice versa.

8. Assessment, Marking and Feedback

It is important that Life Skills (PSHE) work is evaluated and assessed to:

- monitor our provision;
- give pupils (and parents) and staff feedback about their progress and how their learning might be improved;
- improve learning and increase pupils' motivation;
- help pupils to reflect on and identify what they have learnt.

However, formal assessment and marking in Life Skills (PSHE) is not undertaken as in other subjects. This would be inappropriate as young people's self-esteem, for example, is not linear, but may rise and fall according to the complexities of developing life.

Evidence of learning comes from:

- improved attitude and behaviour in class and around the School;
- increased awareness of courtesy, trustworthiness and respect for property (these three aspects are rewarded with House points);

- increasing ability to form constructive relationships with one another, teachers and other adults;
- increasing understanding of the impact the individual makes on others;
- increasing respect for the differences between people, particularly their feelings, values and beliefs;
- an increasing ability to show initiative and take responsibility.

The Life Skills teachers will be responsible for evaluating the work that their pupils complete in class. The Head of Life Skills (PSHE) will be responsible for ensuring the policy and programme is implemented as agreed and will support pupils' progress.

Assessment opportunities may include:

- self-assessment (checklist, display, questionnaire);
- peer assessment (role-play, interviewing each other);
- whole group assessment (brainstorms, worksheets, role-play);
- teacher assessment (checklist, response to group);
- joint teacher-pupil assessment (reflection and involvement in school, ability to work within the group, Circle Time).

9. Development

Our curriculum has been audited and amended to ensure compliance with the Statutory RSHE Guidance for September 2026 - Relationships and sex education (RSE) and health education - GOV.UK. The School's policy, Relationships & Sex Education, can be found on Cezanne - click here

10. Curriculum Enrichment

All children are offered opportunities to enrich their educational experience and are all encouraged to take up as many as possible.
Some specific examples include:

- School performances – participation in performances and concerts from Kindergarten upwards.
- Visits to St Mary's Church, Hampton and other religious places of worship.
- The School Council has representatives from Reception to Year 6.
- Co-Curricular activities for Reception upwards.
- 'Awe and Wonder Experiences', for example, observing caterpillars to butterflies and chicks hatching.
- Fundraising activities, for example, the Hampton Pre-Prep and Prep School Marathon, cake sales and regular 'Mufti' Days.
- Whole School Theme Days – such as Wellbeing Day.
- Year 6 Leavers' Programme.
- Visitors to the School as explained below.
- Discussion and awareness of current affairs, for example news programmes, are shown on interactive whiteboards in Registration and discussed in assemblies and at 11+ mock interviews.
- Mindfulness is taught by qualified staff throughout the Prep.

11. Links with Other Policies

This policy links and cross-references with several other policies; it should, therefore, be read in conjunction with the following:

- Anti-Bullying Policy
- Equity, Diversity and Inclusion Policy*
- ESafety Policy*
- Looked After Children Policy*
- Mental Health Policy*
- Relationships & Sex Education Policy*

- Safeguarding (Child Protection) Policy*
- Special Educational Needs & Disabilities (SEND)*

(*denotes a Trust wide policy)

1. Appendix 1 - Scheme of Work – by Year Group

Year	Being Me in My World Autumn 1	Celebrating Difference Autumn 1	Dreams and Goals Spring 1	Healthy Me Spring 2	Relationships Summer 1	Changing Me Summer 2
Pre-Prep						
Reception	Self-identity Understanding feeling Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking Help Jobs Achieving goals	Exercising bodies Physical activity Healthy Food Sleep Keeping Clean Safety	Family life Friendships Breaking Friendships Falling out Dealing with bullying Being a good friend	Bodies* Respecting my body Growing up Growth and change* Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicines /safety with household items Road safety Linking health and happiness	Belonging to a family Making friends / being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human* Changes in me* Changes since being a baby* Differences between female and male bodies (correct terminology) * Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions about stereotypes and gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating differences and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition* Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature* Growing from young to old* Increasing independence Differences in female and male bodies (correct terminology) * Assertiveness Preparing for transitions
	Black History Month	Anti-Bullying Week Road Safety Week	Safer Internet Day		Transition events – moving on Year 2 Scooter Training	

Kindergarten - please refer to the EYFS Policy – Areas of Learning and Development – Personal, Emotional Development, Physical Development and Understanding the World.

2.

Lesson		Y3	Y4	Y5	Y6	All Years
Autumn	1	Resolving Conflict / Community Values	Resolving Conflict / Community Values	Resolving Conflict / Community Values	Resolving Conflict / Community Values	ANTIBULLYING WEEK Christmas Activity
	2	This is Me in Y X	This is Me in Y X	This is Me in Y X	This is me in Y6 - Poem	
	3	Zones of Regulation (Emotions) 1	Rules and Responsibilities	UNCRC and rights of the child and our responsibilities	Mindfulness 1	
	4	Zones of Regulation (Emotions) 2	What is Democracy?	UNCRC and rights of the child and our responsibilities	Mindfulness 2	
	5	Zones of Regulation (Emotions) 3	What happens in the UK Parliament?	Lives of Refugees - understanding	Mindfulness 3	
	6	Our Class Team (Working together) 1	History of Parliament	Lives of Refugees - applying	Mindfulness 4	
	7	Our Class Team (Working together) 2	Debating in Parliament 1	Refugees around the world	Mindfulness 5	
	8	Our Class Team (Working together) 3	Debating in Parliament 2	Cultural differences (J)	Counsellors/Anti bullying	
	9	Financial Literacy 1 (Understanding spending)	British Values	Festivals and their meanings (research)	Counsellors/Anti bullying	
	10	Financial Literacy 2 (Understanding Priorities)	Summary	Budgeting at Christmas	Counsellors/Financial fraud	
	11	Reflection	Reflection	Reflection	Counsellors/Financial Fraud	

Lesson		Y3	Y4	Y5	Y6	All Years
Spring	1	Staying Healthy	Stereotypes in the working world	What is racism?	Students own social research project including the teaching of ethics, research skills, data analysis and drawing conclusions.	SAFER INTERNET DAY Y3-5 Healthy Eating Workshops
	2	All about exercise	The problem with Stereotypes	How to be an Ally		
	3	Sleeping Well	Stereotypes in advertising	Introduction to the themes of the show 'Wicked'		
	4	Staying Well	Banned Adverts	Inclusion (Wicked)		
	5	Drugs – helpful or harmful?	Banned Adverts	Fake News (Wicked)		
	6	Health in the Media Being a media detective	Introduction to the World of Work	Conspiracy Theories and Deep Fakes and AI		
	7	Choices and Habits	Expanding Horizons 1	Mindfulness 1		
	8	Chartwell's food demonstration – healthy eating	Expanding Horizons 2	Mindfulness 2		
	9	Resilience - Positive and negative coping strategies (Tw)	Managing Anxiety (Counselling team)	Mindfulness 3		

Lesson		Y3	Y4	Y5	Y6	All Years
Summer	1	Staying Safe 1 - Staying Safe at Home	Mind and Body - Mental Health	Looking at leadership 1 - What does leadership mean to you?	EDI in future life	**Safe Walking Week** **Money Week**
	2	Staying Safe 2 - Water Safety	Mind and Body - Introduction to Digital Wellbeing	Looking at leadership 2 - What do leaders do?	Intro to SRE - Transition	
	3	Staying Safe 3 - Sun Safety	Mind and Body - Digital Wellbeing (Gaming)	Looking at leadership 3 - Noticing leadership in others	SRE - Puberty	
	4	Staying Safe 4 - Online Safety	Mind and Body - Digital Citizenship	Looking at leadership 4 - Interviewing a leader	SRE – Positive relationships	
	5	Staying Safe 5 - Personal Safety Online Safety 2	Mind and Body - Body Image and Media	Looking at leadership 5 - Habits of leaders	SRE – Keeping Safe	
	6	Staying Safe 6 - Online Safety 3 (Financial literacy)	Mind and Body - Giving and Seeking Permission	Looking at leadership 6 - Habits pt2	Growing against Violence/NSPCC "Speak Out, Stay Safe"	
	7	Staying Safe 7 - Money: look after it!	Mind and Body - Personal Space	Looking at leadership 7 - Leadership Applications	Careers Event	
	8	Staying Safe 8 - Personal Safety	Mind and Body - To touch or not to touch?	Looking at leadership 8 - Writing and giving Speeches	How to Manage Transition (Counsellors)	
	9	Reflection	Reflection	REFLECTION	Healthy Eating	