

personal

social

health

Self care and caring
for others

Responding to critical
situations



Team Work and
Problem Solving
Building Teams and
Solving Problems

Life Skills Curriculum

BIG IDEAS

Managing Money

Developing Economic
Awareness

Day-to-Day Life

Being able to manage
everyday situations

economic

cultural

relationships



Life Skills Curriculum— ‘Ad Vitam Paramus’ (prepare for life)

WHY?

We have designed our Life Skills Curriculum to:

- ⇒ Prepare our pupils to take responsibility for themselves in the wider world they live in
- ⇒ Prepare our pupils to care for themselves and others in the wider world they live in

WHAT?

The Life Skills Framework is a tool for portioning the gradual empowerment of all children

- ⇒ Even when pupils achieve in academic subjects in school too often they fail to make the most of the opportunities available to them
- ⇒ The framework ensures the acquisition of a breadth of skills that are critical for overcoming class barriers and addressing the issues of social mobility

Without the skills and experiences contained within the framework, pupils with limited economic and cultural capital struggle to compete with well-resourced peers.

The Life Skills Framework promotes development in:

- ⇒ **Social literacy** including social and emotional skills and personal behaviour (self-care, care for others, managing challenges of daily life, responding to critical situations)
- ⇒ **Economic literacy** including budgeting and career aspiration
- ⇒ **Cultural experience** including the arts, participation in sports and community and wider social experience
- ⇒ **Linguistic skills** including participation, building teams, self-expression and communication



Life Skills Curriculum— including PSHE & RSE

Vision

Through our diverse and relevant Life Skills curriculum, we cover the PSHE (personal, social, health, economic) and RSE (relationships, sex education) curriculums which nurture pupils to develop a love and respect for themselves and others, to celebrate differences, learn about their places in the world and how to keep their mind and body healthy.

Pupils will develop their emotional literacy for their own positive mental health and well-being. Our pupils are at the heart of Life Skills, PSHE & RSE and its cohesive vision will help children to understand and value how they fit into and contribute to the local, wider and global community.

Intent: The principal aim is to:

- ◆ Give children the knowledge, skills and understanding to lead confident, healthy and independent lives.
- ◆ Deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.
- ◆ Enable children to become healthy, independent and responsible members of society, who understand how they are developing personally and socially, and give them confidence and resilience to tackle many of the moral, social and cultural issues that are part of growing up.
- ◆ Provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- ◆ Encourage children to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Implementation: Our resources and syllabus:

- ◆ Are in line with the National Curriculum and is CBT-based and trauma-informed throughout.
- ◆ Applies a spiral structure with key themes revisited and built upon year on year.
- ◆ Is flexible to meet the needs of the children we work with.
- ◆ Creates a safe space for all learners so that they know they are safe, respected and valued in every lesson, utilising cross curricular links and relatable area and need specific examples when possible.

Impact:

- ◆ Allows children to explore the world around them and approach a range of real-life situations by applying their skills and attributes to help navigate modern life.
- ◆ Allows children to become healthy, open minded and respectful members of society who appreciate diversity and difference.
- ◆ Children are able to recognise and apply British values
- ◆ Children can manage and understand their emotions, being better equipped to look after their own mental health and develop positive, healthy relationships with their peers
- ◆ This multi-disciplinary approach helps to build positive self-esteem in children and creates a respectful environment in which they can begin to understand themselves and others around them



Life Skills Curriculum

Big Idea	Key Stage 1	Key Stage 2
Responding to critical situations	First Aid	
	Introducing first aid—knowing what this means <ul style="list-style-type: none"> • carrying out first aid on ourselves or another person • explaining to someone else how to carry out first aid • calling for help from adults or emergency services Knowledge of home address	
	Putting Safety First and checking risks <ul style="list-style-type: none"> • being cut by broken glass • falling from a height • something falling onto them • busy traffic coming into contact with fire or chemicals—spills and poisoning	
	Minor and Major Injuries—cuts, grazes, bumped head, sprains, stings, bites, shock,	Cuts, grazes, bumped head, broken bones, sprains, eye injuries, burns and scalds
	Medication including creams	Drugs, Smoking and Alcohol misuse (Y5/6)
	Common Ailments—headaches, vomiting, nose bleeds	
	Dressings and Bandages	
	Allergies—asthma, hay fever, nuts and stings	
	Choking, unconscious and breathing, recovery position, The Defibrillator, electric shocks	CPR, strokes, epilepsy and seizures
	Fire Safety	
	Using fire—lighting and putting out (Forest School)	Fire Extinguishers—types and uses, Fire Blankets
	Smoke alarms and call points	
	House keeping, electrical safety and fire risks	Mirrors and magnifying glasses, smoking
	Flammable and non-flammable materials	
	Evacuation	Stop, drop and roll



Life Skills Curriculum

Big Idea	Key Stage 1	Key Stage 2
<p>Responding to critical situations / Self Care and Caring for Others</p> <p>Enhancements and Augmentation through Mental Health Schools Practitioner (MHSP) 'Decider Skills'</p>	The Police and Emergency Services	
	Beach Safety – lifeguard/coastguard	
	Sun Safety	
	Road Safety	
	Bike balanceability	Bikeability—Level 1 and 2
	Water Safety	KS2 swimming requirement as a minimum + life saving
	Extreme weather—snow, ice, storms, heat	
	<p><u>Relationships:</u> Manners Friendships make us feel happy / secure / mutually respectful—kindness & trust Concept of Privacy—know appropriate boundaries with peers and others inc. unsafe contact Each person's body belongs to them Know how to report feelings of being unsafe or feeling bad about any adults Not always right to keep secrets Respect others even when they are different to me—value difference in my community Families can all be different but should provide same source of love, support and protection</p>	<p><u>Relationships:</u> Know the characteristics of friendship: mutual respect, kindness, trust, truthfulness, loyalty, generosity, shared interests, support problems—inclusion / exclusion—understand most relationships have ups and downs and these can be worked through/repared and strengthened. To know about types of bullying and responsibilities as a bystander and how to report concerns of abuse and vocab to do so Violence never right or acceptable—manage conflict Know that stable, caring relationships, which can be of different types, are at the heart of happy families Know that marriage represents a formal, legal commitment of 2 people intended to be lifelong Importance of respecting others who are different from me Y6—Know the law related to equalities act and protected characteristics</p>
	<p><u>Mental health and Emotional / physical Literacy:</u> Know who can help me if I feel sad or lonely Understand and name the range of emotions children experience</p>	<p><u>Mental health and Emotional Literacy:</u> Know where to get advice: family, school and other sources How boys' and girls' bodies change as we grow and the affect on us Changes that boys undergo in puberty (Y5) Importance of sleep</p>
	<p><u>Internet/Online Safety:</u> Concept of privacy—know appropriate boundaries with peers and others inc. unsafe contact Manners online including when we are anonymous People can behave differently online—inc pretending to be someone they are not Know how to report feelings of being unsafe</p>	<p><u>Internet/Online Safety:</u> Know rules and principles of staying safe online, recognize risk, harmful content, contact - how to respond/report online contact How to critically consider online friendships—risks—data sharing To know about cyber bullying and responsibilities as a bystander and how to report concerns of abuse and vocab to do so</p>
Scams—including online commerce		



Life Skills Curriculum

Big Idea	Content	Key Stage 1	Key Stage 2
Building Teams and Solving Problems	Listening	✓	✓
	Leading	✓	✓
	Giving Instructions	✓	✓
	Reading Body Language	✓	✓
	Communication	✓	✓
	Patience and respect	✓	✓
	Moral Compass and Ethics		✓
	Rules	✓	✓
	Fairness	✓	✓
	Handling different opinions and ideas	✓	✓
	Logical Thinking	✓	✓
	Forward Planning	✓	✓
	Overcoming Problems	✓	✓
	Thinking outside the box	✓	✓



Life Skills Curriculum

Big Idea	Content	Key Stage 1	Key Stage 2
Economic Awareness	Needs and wants	✓	✓
	Making a shopping list	✓	✓
	Value of coins and notes	✓	✓
	Value of money	✓	✓
	Value for money—deals, offers, quality		✓
	Saving	✓	✓
	Keeping to a budget		✓
	Earning and salary	✓	✓
	Planning and organisation—keeping accounts		✓
	Making decisions and deciding priorities		✓
	Vocabulary—profit, revenue, loss		✓
	Loans including mortgages		✓
	VAT, service charges e.g. daily rate for electricity, water...		✓



Life Skills Curriculum

Big Idea	Key Stage 1	Key Stage 2
Being able to manage every-day situations	Cooking	
	Using an oven	Boil an egg
	Spread butter on bread/toast	Making pasta/rice
	Pour a drink	Cook a jacket potato
	Use a knife and fork	Use a microwave to heat food
	Setting a table	Cutting with a knife safely
	Table manners	Handling meat
	Cutting up food	Food hygiene
	Peeling fruit and vegetables	Stirring a pan on a stove
	Food hygiene	Storing food safely
	Washing and drying up pots and cutlery	Packing your lunch
	Stirring a pan	Meal planning and making a shopping list (see Economic Awareness)
	Packing lunch	
	Making breakfast	
	Cleaning	
	Folding Clothes	Washing and drying clothes—reading labels
	Tidying mess, keeping belongings together, putting things away	Ironing
	Washing paint pots and brushes	Changing bed covers
	dusting	



Life Skills Curriculum

Big Idea	Key Stage 1	Key Stage 2
Being able to manage every-day situations	Self-care and care for others	
	Washing, brushing teeth	Wearing deodorant, brushing hair
	Tying shoelaces	Body changes
	Drinking water and healthy eating choices	Healthy eating choices
	Exercise and mindfulness strategies	
	Looking after a baby	Changing nappies, feeding
	Looking after a pet	
	DIY (Do It Yourself)	
	Collect compost and take to the compost bays	Sewing a button on a shirt
	Collect and sort recycling	Basic stitch
	Weeding and using garden tools	Sewing up a hole or rip
		Change a lightbulb
		Test smoke alarm (see Fire Safety)
		Turn of the water
		Knowing what a fuse box is
		Test Bicycle brakes
		Pump up bicycle tyres
		Repair a puncture
	Replace a bicycle chain back on the links	



Life Skills Curriculum

Assessment of knowledge, experiences, opportunities and essential skills

<p>SOCIAL LITERACY Building Teams and communicating effectively</p>	<p>Pays attention to instructions and can collaborate productively with friends</p>	<p>Act as an ambassador both in the classroom welcoming visitors and in assemblies as part of the leadership team</p>	<p>Takes responsibility for collecting compost or recycling waste in school</p>	<p>Is aware of differences in status, religion beliefs and special needs, and the need to be sensitive to the others.</p>	<p>Acknowledges other people's needs and opinions and generally adjusts language and behaviour to suit.</p>	<p>Willingly undertakes classroom jobs of responsibility</p>	<p>Is able to work in a team and support others in it. Accepts sensitive criticism.</p>
<p>SOCIAL LITERACY Building Teams and communicating effectively</p>	<p>Is able to contribute confidently, manage disagreement and avoid conflict.</p>	<p>Is able to concentrate and collaborate in order to see a project through. Looks for ways through difficulty.</p>	<p>Has self-control and manages other people with tact, respect and understanding</p>				



Life Skills Curriculum

Assessment of knowledge, experiences, opportunities and essential skills

SOCIAL LITERACY Responding to Critical Incidents	Knowing how to carry out first aid on themselves or another person	Able to explain to someone else how to carry out first aid	Can call for help from adults or emergency services and knows their home address	Can assess risks and put own safety first	Knows how to respond to the range of minor and major injuries	Understands how to respond to common ailments and allergies	Knows what a defibrillator is
SOCIAL LITERACY Responding to Critical Incidents	Knows about basic CPR and the recovery position	Knows about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Knows what the fire extinguishers are used for	Knows when and how a fire blanket should be used	Can identify fire risks including electrical safety	Can light and put out a fire safely	Knows about smoke alarms
SOCIAL LITERACY Responding to Critical Incidents	Can complete a fire evacuation safely and can describe the procedure needed	Can carry out the stop drop and roll procedure	Knows about flammable and non-flammable materials	Is aware and understands the function of the range of emergency services	Is aware and can describe what a scam is and the signs of a scam		



Life Skills Curriculum

Assessment of knowledge, experiences, opportunities and essential skills

<p>HEALTH EDUCATION Physical health, fitness, prevention and changing adolescent body</p>	<p>Know the characteristics and mental and physical benefits of an active lifestyle</p>	<p>Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p>	<p>Understand the risks associated with an inactive lifestyle (including obesity) and know how and when to seek support including which adults to speak to in school if they are worried about their health</p>	<p>Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p>	<p>Understands the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p>	<p>Knows key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<p>Knows about menstrual wellbeing including the key facts about the menstrual cycle</p>
<p>HEALTH EDUCATION Healthy Eating, Health Prevention, Drugs, Alcohol and tobacco</p>	<p>Knows what constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p>Knows the principles of planning and preparing a range of healthy meals.</p>	<p>Knows the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	<p>Knows about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>	<p>Knows about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand-washing</p>	<p>Knows the facts and science relating to allergies, immunisation and vaccination</p>	<p>Knows the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>



Life Skills Curriculum

Assessment of knowledge, experiences, opportunities and essential skills

RELATIONAL LITERACY Families	Knows that families are important for children growing up because they can give love, security and stability	Able to explain the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	Knows that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Understands how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
	Knows how important friendships are in making us feel happy and secure, and how people choose and make friends	Knows the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Knows that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Knows that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	Knows how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	
RELATIONAL LITERACY Friendships	Knows the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Knows the practical steps they can take in a range of different contexts to improve or support respectful relationships	Knows the conventions of courtesy and manners	Knows the importance of self-respect and how this links to their own happiness	Understands that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	Knows about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
	Understands what a stereotype is, and how stereotypes can be unfair, negative or destructive	Understands the importance of permission-seeking and giving in relationships with friends, peers and adults				



Life Skills Curriculum

Assessment of knowledge, experiences, opportunities and essential skills

<p>RELATIONAL LITERACY Online Relationships</p>	<p>Understand that people sometimes behave differently online, including by pretending to be someone they are not</p>	<p>Understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p>	<p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<p>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>	<p>Understand how information and data is shared and used online</p>		
<p>RELATIONAL LITERACY Being Safe</p>	<p>Understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<p>Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p>	<p>Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	<p>Know how to recognise and report feelings of being unsafe or feeling bad about any adult and how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<p>Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>Know where to get advice e.g. family, school and/or other sources</p>



Life Skills Curriculum

Assessment of knowledge, experiences, opportunities and essential skills

<p>RELATIONAL LITERACY Mental Wellbeing</p>	<p>Understand that mental wellbeing is a normal part of daily life, in the same way as physical health.</p>	<p>Understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p>	<p>Understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<p>Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p>	<p>Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>Understand isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p>
<p>RELATIONAL LITERACY Mental Wellbeing</p>	<p>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>	<p>Know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>					



Life Skills Curriculum

Assessment of knowledge, experiences, opportunities and essential skills

<p>CULTURAL EXPERIENCE Encountering the arts</p>	<p>Has visited a museum or art gallery</p>	<p>Has taken part in a small-scale performance such as a class assembly</p>	<p>Has visited a public exhibition, performance or place of interest.</p>	<p>Has participated in artistic expression including dance, performance poetry, computer art, computer music, video making and textiles</p>	<p>Has visited a theatre, cinema or musical performance</p>		
<p>CULTURAL EXPERIENCE Participation</p>	<p>Knows about opportunities to join clubs, societies and groups with similar interests</p>	<p>Has attended a significant community event</p>	<p>Has participated in a significant communal event such as a performance or parade</p>	<p>Has two or three groups in which they participate e.g. clubs, friendship groups, church</p>			
<p>CULTURAL EXPERIENCE Wider social experience</p>	<p>Has visited a local place of interest such as an historical building</p>	<p>Has taken a trip to appreciate the locality e.g. its geography, transport, shops, facilities, public services</p>	<p>Has visited a place of worship</p>	<p>Has visited a geographical environment different from their own e.g. coastal, urban, rural</p>	<p>Has toured a local workplace or facility</p>	<p>Has observed work in a business, service or other workplace</p>	<p>Has visited a place of worship for a second, different religion.</p>



Life Skills Curriculum

Assessment of knowledge, experiences, opportunities and essential skills

<p>ECONOMIC LITERACY Managing a budget</p>	<p>Understands what certain amounts of cash can buy e.g. treats, gifts, food.</p>	<p>Can monitor the expenditure of money e.g. pocket money.</p>	<p>Understands the difference between a need and a want - a need is something you cannot live without, and a want is something you can.</p>	<p>Understands that individuals and families may need or choose to spend their money in different ways that meet their priorities</p>	<p>Has considered how to establish spending priorities, e.g. holiday spending money</p>	<p>Is aware that there can be a wide range of prices for a similar product and know that they can save money by not always buying the most expensive brand.</p>	<p>Understands that money can be saved in different ways, such as delaying wants until you can afford them or buy cheaper alternatives.</p>	<p>Can plan the cost of a simple project such as buying presents for parents and siblings at Christmas.</p>	<p>Understands that we can save up for things that we can buy in the future. A savings plan or a savings account can help to keep track of money.</p>	<p>Understands in simple terms the link between the economy, work, wages, tax and personal prosperity.</p>
<p>ECONOMIC LITERACY Career aspirations</p>	<p>Is aware that there are different types of jobs and roles e.g., manual jobs, civic roles, volunteering, etc and has initial ideas about what they may eventually enjoy.</p>	<p>Can identify a range of jobs and roles that interest them, including ambitious choices.</p>	<p>Understands that jobs offer different rewards, challenges and qualifications to succeed. Has a realistic view of the wages, demands and qualifications required.</p>	<p>Has considered what kind of personal career would be suitable and realistic, and what needs to be done to make it possible.</p>	<p>Is adapting academic and social choices to future aspirations. Understands specifically what further studies will be required to reach own goals.</p>	<p>Understands the local and national employment scene and has a more diverse understanding of the range of employment in society</p>				
<p>ECONOMIC LITERACY The money that you make and pay</p>	<p>Knows that grown-ups work for wages</p>	<p>Understands the difference between gifts, payment in exchange for work, voluntary work and charity.</p>	<p>Recognises what banks do and why saving for the future can be helpful.</p>	<p>Understands that working people pay tax to fund public services, dustbin collections and education.</p>	<p>Understands that working people pay National Insurance to help people out when they are sick, old or in need.</p>	<p>Understands what a pension is and how the money is saved and made.</p>	<p>Understands how debt arises, how it may be avoided and why it can be a trap.</p>	<p>Knows what mortgages, loans and repayments are, why people seek them, and how they are best managed.</p>	<p>Is alert to additional or hidden charges such as service charges, interest (simple and compound), excess charges and VAT.</p>	