

Life Skills curriculum intent

Our curriculum drivers - Citizenship, Enrichment and Collaboration- are the thread that runs through the whole of our curriculum and school life and tie in effectively with the Relationships and Health Education curriculum. They are the values and strengths that are at the heart of our school and our rigorously and consistently planned and promoted throughout the curriculum and the children’s school life.

We want our children to be happy individuals, who can cooperate with others and grow into young people who have the skills to work with and understand those around them. In doing this they have every chance of reaching their potential.

The Relationships and Health Curriculum within our Life Skills (PSHE) curriculum will support and strengthen the work we already do with our children to equip them with the knowledge and understanding of the world around them and prepare them for the next stage in their lives.

Year group	Prior Knowledge	New Knowledge	Vocabulary	Challenge	Skills
Y3 Autumn	What does it mean to be polite and respectful? Who’s in my family? Do families stay the same How should families treat each other? When should I say no? Who owns my body? I do! Are all families the same?	Do families always stay the same? Are all families like mine? When should I say no? Who owns my body? I do! What makes a good friend?	People, roles, change, loss , moving, forever, feelings. Responsibility, kindness Consent, private, permission Friend, family, stranger, acquaintance, member of my community Kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team	Can you explain what you’re thinking more clearly? Explain 5 differences and 5 similarities between... Can you empathise with those who are in a different circumstance to you?	To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents): that families of all types can give family members love, security and stability.

	<p>What is privacy and how do we ask for permission?</p> <p>Who is my friend?</p> <p>What makes a good friend?</p> <p>Should friends tell us what to do?</p> <p>How do we stop bullying?</p>				
<p>Y3 Spring</p>	<p>How can we look after others and our environment?</p> <p>How do we make a happy school?</p> <p>Who lives in my neighbourhood?</p> <p>What makes a boy or a girl?</p> <p>Screen time -What is a healthy amount of time?</p> <p>Sharing online -What is Personal information?</p>	<p>How can we look after others and our environment?</p> <p>How do we make a happy school?</p> <p>Who lives in my neighbourhood?</p> <p>What makes a boy or a girl?</p> <p>Online strangers –who can we trust?</p> <p>Sharing Online – What is personal information?</p>	<p>Rules, right, wrong Community, different penis, vagina, boy, girl, non-binary</p> <p>Screen, connect, active, creative personal, information, private Internet, information, money, fake</p>	<p>Children write a list on whiteboards to answer the question: “What would a good online friend never do?”</p> <p>Discuss how safe your message is; who can read it? If you want to send important information safely, for example credit card details when paying for something online, it should be encrypted. Have a go at sending encrypted messages, using a secret code and a key to solving it that the recipient has (see http://www.instructables.com/id/The-Art-of-Sending-Secret-Messages/ on writing coded messages).</p>	<p>Children have an appreciation of how these behaviours and consequences translate into their online lives.</p> <p>Children understand that online friendships are less concrete and should be carefully considered in terms of who that other person is and what they want from the friendship.</p> <p>Children think seriously about the nature of bullying and cyberbullying.</p>

	<p>Are people we meet online our friends?</p> <p>Fake news -Who puts things on the internet?</p> <p>What are the jobs of some people I know?</p> <p>What do we need money for?</p>	<p>Friendship Online – How should we behave?</p> <p>What Personal Information should be shared online?</p> <p>What jobs are out there?</p> <p>What are my goals for the future?</p>			<p>Children know that the internet contains things that are not intended for younger users, and have an awareness of how to navigate this responsibly. They also understand how</p>
Y3 Summer	<p>What is mental wellbeing?</p> <p>Where do feelings come from?</p> <p>Who am I?</p> <p>What helps me to be happy?</p> <p>What makes me special and unique?</p> <p>How bodies change as we get older (Link with science)</p> <p>How do I help my body stay healthy?</p> <p>How do I decide what to eat?</p> <p>How do we stop getting ill?</p> <p>How can I stay safe?</p>	<p>What is mental wellbeing?</p> <p>Where do feelings come from?</p> <p>How do I keep my body healthy?</p> <p>How do I get a healthy diet?</p> <p>How do I stop getting ill?</p> <p>How bodies change as we get older (KS1RHE)</p>	<p>Angry, happy, nervous, scared, sad, calm, surprised</p> <p>Pride, unique</p> <p>Exercise, diet, sleep, brushing, teeth</p> <p>Diet, healthy, unhealthy, fruit, vegetable, energy</p> <p>Change, age, baby, child, teenager, adult, elderly,</p>	<p>How does protein help to mend us when we're hurt?</p> <p>Create a sleep diary</p> <p>Give children a range of scenarios</p> <p>Children decide which emotion word is the most appropriate for each situation.</p>	<p>Understand the range and depth of feelings that we all experience</p> <p>Learn strategies to deal with these feelings and know when to seek support</p> <p>Understand that we have responsibility for some things but cannot control everything</p>

<p>Y4 Autumn</p>	<p>What makes a good friend?</p>	<p>Are all friends the same?</p> <p>Are friendships always fun?</p> <p>How should we treat people who are different?</p>	<p>Happy, safe, trust, respect, honesty, kindness, generosity, interests, experiences, support, problems, welcome</p> <p>Gender, stereotype, sexism bullying, disability, race, religion</p> <p>Disagreement, positive and negative emotions, perfect, compromise</p>	<p>Draw someone doing a job that challenges a stereotype – direct children to discuss people with disabilities.</p>	<p>Understand that all people deserve respect, even if they are different to other people - Appreciate that we all have different abilities and find different things challenging.</p>
<p>Y4 Spring</p>	<p>What are the jobs of some people I know?</p> <p>What do we need money for?</p> <p>Online strangers –who can we trust?</p> <p>Sharing Online – What is personal information?</p> <p>Friendship Online – How should we behave?</p> <p>What Personal Information should be shared online?</p>	<p>How do we make the world fair?</p> <p>Where do you feel like you belong?</p> <p>How can we help the people around us?</p> <p>Digital Media - Where do you get your news?</p> <p>Verifying content and echo chambers- Who puts information on the internet?</p>	<p>Community, citizens support, belong, adoption, same-sex, gay, straight</p> <p>Community, responsibility, acts of kindness</p> <p>Content, media, advertising fake news, theories</p>	<p>Newswise lessons: programme develops pupils’ critical literacy skills and their awareness of how the media impacts their own behaviour, identity and wellbeing</p> <p>Children write a thank you note to someone in their community who has helped them [Discuss how they could choose their teachers, but encourage them to think more broadly and consider people whose work might sometimes be underappreciated]</p>	<p>Understand that we have the power and responsibility to make our communities better places to live.</p> <p>Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L16. about how text and</p>

		How can I use money safely and make good decisions?			images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
Y4 Summer	<p>What is mental wellbeing? Where do feelings come from?</p> <p>How do I keep my body healthy?</p> <p>How do I get a healthy diet?</p> <p>How do I stop getting ill?</p> <p>How bodies change as we get older</p>	<p>Are we happy all the time? How do I save a life? What makes me special and unique? How can I stay safe in different environments</p>	<p>feelings, emotions, sadness, depression, anger, happiness, love, self-esteem</p> <p>Unique, special, different Risk, hazard, danger</p>	Advice activity to support emotional resilience	<p>to recognise that feelings can change over me and range in intensity about everyday things that affect feelings and the importance of expressing feelings A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p>
Y5 Autumn	<p>Do families always stay the same?</p> <p>Are all families like mine?</p> <p>Are all friends the same?</p>	<p>Why do some people get married?</p> <p>Are families ever perfect?</p> <p>Is there such a thing as a normal family?</p>	<p>Consent, secrets, surprises, unwanted, fault Difference, conventional</p> <p>Friendship, boundaries, manipulation tactics, relationship, controlling,</p>	What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.	<p>to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give</p>

	<p>Are friendships always fun?</p>	<p>What makes a close friend?</p> <p>Should I try and fit in with my friends?</p> <p>Should friends tell us what to do?</p> <p>Why are some people unkind?</p>	<p>consent, dares, peer-pressure.</p> <p>Marriage, wedding, ceremony, gay</p> <p>Kindness, friendship, inclusion, transition</p>		<p>family members love, security and stability</p>
<p>Y5 Spring</p>	<p>Online strangers –who can we trust?</p> <p>Sharing Online – What is personal information?</p> <p>Friendship Online – How should we behave?</p> <p>What Personal Information should be shared online?</p>	<p>How can I protect the environment and show compassion towards others?</p> <p>Control and consent - How can we control our online lives?</p> <p>How to protecting our online identity</p> <p>Meeting strangers online – how can we stay safe?</p> <p>Personal Information, terms and Conditions – Is anything online truly free?</p>	<p>Control, consent, social media, manipulation public, private, pressure</p> <p>Ambitious, motivation, career</p>	<p>Analyse a Newspaper’s web page, comparing tabloid and broadsheet, the same way that you would look at a text in English.</p>	<p>privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts including</p>

		<p>Digital Media Can I analyse digital content?</p> <p>What are my future aspirations?</p> <p>What influences career choices?</p>			<p>online) whom they do not Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>Keep something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>To think about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values.</p>
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<p>Y5 Summer</p>	<p>Are we happy all the time? How do I keep my body healthy?</p>	<p>Does everybody have the same feelings? Should we be happy all the time? Why do we argue? Who am I? Is there such a thing as the perfect body? How can I stay fit and healthy? Can I avoid getting ill? What is menstruation? How will my body change as I get older?</p>	<p>Angry, anxious, worried, frustrated, confused, emotional reaction Loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control Menstruation, menstruator, periods, vagina, vulva, fallopian tubes, ovaries, ovum, hormones, uterus, reproduce health, sperm, fertilisation, endometrium, cervix</p>	<p>Investigate a mental health condition using this child-friendly web page https://www.childrensociety.org.uk/mental-health-advice-for-children-and-young-people/the-advice-resource-vault/advice-for-children-age-6-12</p>	<p>Develop strategies and behaviours that support mental health — including how good quality sleep, physical exercise/_me outdoors, being involved in community groups, doing things for others, clubs, and activities hobbies and spending me with family and friends can support mental health and wellbeing about everyday things that affect feelings and the importance of expressing feelings A varied vocabulary to use when talking about feelings; about how to express feelings in different ways; To recognise that feelings can change over me and range in intensity.</p>

<p>Y6 Autumn</p>	<p>Do families always stay the same?</p> <p>Are all families like mine?</p> <p>Are all friends the same?</p> <p>Are friendships always fun?</p>	<p>Why do some people get married?</p> <p>Are families ever perfect?</p> <p>Is there such a thing as a normal family?</p> <p>What are stereotypes?</p> <p>How do I accept my friends for who they are?</p>	<p>Gender, stereotype, sexism bullying, disability, race, religion</p> <p>Marriage, wedding, ceremony, gay</p> <p>Difference, conventional</p> <p>jealousy, betrayal, different, excluding, including,</p>	<p>Friendship lesson - Write a letter of apology from the narrator or from a different role within the scenario</p> <p>Stereotyping Lesson - Design a cartoon character who defies a stereotype. For example, a disabled superhero, religious main character, female doing a 'typically male' job.</p>	<p>Awareness of marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <ul style="list-style-type: none"> - Understand the diversity of home lives - Appreciate that many people have heritage from other countries and may have dual heritage - Understand that the cultural differences between families do not make people better or worse and often present an opportunity for
<p>Y6 Spring</p>	<p>How should we treat people who are different?</p> <p>What are stereotypes?</p>	<p>What is prejudice?</p> <p>What is the history of prejudice?</p>	<p>Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual</p>	<p>Research the history of prejudice. Focus this research on one of the people below: Nelson Mandela (racism) Helen Keller (disability) Olaudah Equiano (racism)</p>	<p>Know that unconscious bias exists - Understand why some people discriminate - Know the protected characteristics</p>

		<p>What should I do if I encounter prejudice?</p> <p>How can I be a great citizen?</p> <p>What is bias?</p> <p>What are echo chambers?</p> <p>Does the internet make us happy?</p> <p>Why is money important?</p> <p>What is Poverty?</p> <p>What does it mean to be British?</p>	<p>orientation, homophobic</p>	<p>and slavery) Oprah Winfrey (poverty) Florence Nightingale (sexism) Jean-Dominique Bauby (disability)</p>	
Y6 Summer	<p>What is menstruation?</p> <p>How will my body change as I get older?</p>	<p>Does everybody have the same feelings?</p> <p>Should we be happy all the time?</p> <p>Why do we argue?</p> <p>Who am I?</p> <p>Why do some people take drugs?</p>	<p>Hygiene, sweat glands, genitals, bacteria, luxury, poverty, Hormones, moods, anxiety, insecurity, self-conscious, risk, ejaculate, sperm, urethra, clitoris, anus, vagina, labia, cervix, uterus, ovary, fallopian tube, ovum, reproduction,</p>	<p>To identify the external genitalia and internal reproduce organs in males and females and how the process of puberty relates to human reproduction. Discussion based lesson.</p>	<p>Develop strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p>

		<p>Where should I get my health information?</p> <p>How do I save a life? (First Aid)</p> <p>Puberty How will my body change as I get older?</p> <p>How will my feelings change as get older?</p> <p>How will I stay clean during puberty?</p> <p>What is menstruation?</p> <p>Sexual reproduction What does it mean to be attracted to others? (romantic relationships, civil partnership and marriage)</p>	<p>pregnancy, discharge, fertilisation.</p>		
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