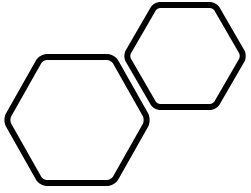




Crowle
Primary Academy

Life Skills Curriculum



Our life skills curriculum is in three areas to align with our school rules and ethos



Ready



Respectful



Safe



Ready

Life skill		FS	KS1	LKS2	UKS2
Resilience	Activities school will provide	<ul style="list-style-type: none"> • Growth mindset lessons and activities including jigsaw activities. • Language used within the unit to encourage growth mindset and resilience. 	<ul style="list-style-type: none"> • Teach Growth Mindset lessons. • YET targets are set and reflected upon. • Jigsaw lessons encourage personal growth. 	<ul style="list-style-type: none"> • Teach Growth Mindset lessons. • YET targets are set and reflected upon. • Jigsaw lessons encourage personal growth. • Reflect upon our resilience when in 'the pit' during other sessions, knowing how to apply and overcome problems. 	<ul style="list-style-type: none"> • Growth mindset lessons. • Whole curriculum. • Reflect upon our resilience when in 'the pit' and know and apply strategies to overcome problems. • Practise self-regulation during tasks to identifying strengths and next steps.
	Children's I can statements	<ul style="list-style-type: none"> • I am willing to have a go. • I can persist when things get challenging in an activity of my choice. • I can seek help if I am finding things difficult. 	<ul style="list-style-type: none"> • I am able to ask for help from a familiar adult when I need it. • I understand that mistakes will happen and can adapt my work to reflect this. 	<ul style="list-style-type: none"> • I will have a go. I will persist when things get challenging in any activity. • I will use my resilience to ensure I complete a tricky session. • I understand that not all sessions are easy and have strategies to enable me to deal with a tricky situation. • I can apply the resilience strategies I have been taught. 	<ul style="list-style-type: none"> • I will attempt all tasks despite how difficult I find it. • I will persist when things get challenging in any activity. • I will use my resilience to ensure I complete a tricky session. • I understand that not all sessions are easy and have strategies to enable me to deal with a tricky situation. • I can apply the resilience strategies I have been taught. • I am aware of my own strengths and weaknesses and am willing to engage in and improve my own learning.

Life skill		FS	KS1	LKS2	UKS2
Motivation	Activities school will provide	<ul style="list-style-type: none"> • Super hero learnabilities discussed and encouraged. • Reward of name on the proud cloud and awarding of purple bands. • Daily challenges in the classroom 	<ul style="list-style-type: none"> • Gold Standard discussed and displayed. • Purple bands for children who go above and beyond. • Recognition Boards in every classroom. 	<ul style="list-style-type: none"> • Behaviour policy. • Gold standard. • Termly merit assembly. • Purple bands for children who go above and beyond. <p>Recognition Boards in every classroom</p>	<ul style="list-style-type: none"> • Behaviour policy. • Gold standard. • Termly merit assembly. • Purple bands for children who go above and beyond. • Recognition Boards in every classroom.
	Children's I can statements	<ul style="list-style-type: none"> • I enjoy achieving what I set out to do. • I like to share my accomplishments with others. 	<ul style="list-style-type: none"> • I take pride in my work. • I am able to accept praise when it is given. • I enjoy sharing my work with others. 	<ul style="list-style-type: none"> • I will remain positive when faced with challenging tasks and activities. • I can apply the resilience strategies I have been taught both inside and outside the classroom. • I am open to challenges and I am aware I need to challenge myself. • I have a positive attitude, even during tricky sessions. • I am able to talk about my hopes and dreams and work hard to achieve my hopes and dreams. 	<ul style="list-style-type: none"> • I will remain positive and motivated even when tasks are difficult. • I can effectively manage my learning both inside and outside of the classroom, utilising a range of strategies with increasing independence. • I am self-motivated and can reflect upon my success. • I can set myself aspirational goals and consider how I might achieve these.

Life skill		FS	KS1	LKS2	UKS2
Collaboration	Activities school will provide	<ul style="list-style-type: none"> • Encouragement through learning, play and circle time activities. • Use of talk partners in reception. 	<ul style="list-style-type: none"> • Team games in PE. • Use of talk partners and Kagan strategies in lessons. 	<ul style="list-style-type: none"> T• Team games in PE. • Use of talk partners and Kagan strategies in lessons. 	<ul style="list-style-type: none"> • Team games in PE. • Use of talk partners and Kagan strategies in lessons.
	Children's I can statements	<ul style="list-style-type: none"> • I can play independently or in a small group. • I can follow rules of the foundation unit. • I am beginning to listen and respond to others ideas. 	<ul style="list-style-type: none"> • I can work well with my peers in my lessons. • I can follow rules during lessons and out on the playground. 	<ul style="list-style-type: none"> • I work well with a partner and within a small group. • I can identify the contributions made by myself and others to a groups achievements. • I know some different roles when working in a group e.g. scribe, leader etc. 	<ul style="list-style-type: none"> • I will adopt different roles when working in a group e.g. leader, scribe etc. • I can engage in metacognitive talk with my peers with increasing independence. • I understand there is a shared responsibility for success and take ownership for my part.

Life skill		FS	KS1	LKS2	UKS2
Independence	Activities school will provide	<ul style="list-style-type: none"> • Selection of resource during free choice learning. • Providing a range of resources so that children have a variety to choose from and adapt their learning. • Staff sympathetically intervening in play in order to develop learning and encourage a can do attitude. 	<ul style="list-style-type: none"> • Self-assessment strategies. • Completing independent tasks. • Preparation before lessons - discussion on how to be successful. 	<ul style="list-style-type: none"> • Self-assessment strategies. • Completing independent tasks. • Preparation before lessons - discussion on how to be successful. 	<ul style="list-style-type: none"> • Self-assessment strategies. • Completing independent tasks. • Preparation before lessons - children know the strategies to use to be successful.
	Children's I can statements	<ul style="list-style-type: none"> • I have my own ideas. • I can choose the way I do things. • I can select the resources that I need for my play and learning. • I have a can do attitude. 	<ul style="list-style-type: none"> • I can get what I need to be successful in my lessons. • I can start a learning activity on my own before seeking help if needed. 	<ul style="list-style-type: none"> • I will work with increasing independence. • I can use the 5 B's to help me work with increasing independence. 	<ul style="list-style-type: none"> • I will work independently even when faced with challenges. • I can apply strategies when I am stuck. • I can apply these strategies in test conditions. • I can independently respond to feedback from my teacher and my peers.

Life skill		FS	KS1	LKS2	UKS2
Financial knowledge	Activities school will provide	<ul style="list-style-type: none"> • Maths activities based on coin recognition and comparison. • Various role play shops e.g. fish and chip shop, shoe shop, grocers, bakers etc. 	<ul style="list-style-type: none"> • Mathematic units on money. • Discussion around responsibility. • Coincidental conversations around value and worth. 	<ul style="list-style-type: none"> • Jigsaw • Mathematic units on money. • Rock star maths and other applications • Sponsored events. • Discussion around responsibility. • Coincidental conversations around value and worth. 	<ul style="list-style-type: none"> • Summer fayre. • Jigsaw. • Mathematic units on money. • Rock star maths and other applications • Sponsored events. • Discussion around responsibility. • Coincidental conversations around value and worth. • DT food technology- planning to a budget. • Other events such as the ROAR project when available.
	Children's I can statements	<ul style="list-style-type: none"> • I know that we need money to buy things. • I understand that people work to earn money. 	<ul style="list-style-type: none"> • I understand objects have value. • I understand that objects cost money. 	<ul style="list-style-type: none"> • I understand that money has to be earned and the things we have need to be paid for. • I am aware that different jobs earn different wages. 	<ul style="list-style-type: none"> • I understand the value of money and appreciate the need to budget. • I can recognise that I have to work to earn money. • I know that different jobs earn different wages.

Life skill		FS	KS1	LKS2	UKS2
Aspirations	Activities school will provide	<ul style="list-style-type: none"> • Jigsaw - Dreams and Goals. • Use of the proud cloud in classes. • Helping and supporting children to recognise their feelings of being proud and overcoming difficulties. • Staff modelling finding things difficult but keeping on trying. 	<ul style="list-style-type: none"> • Aspiration lessons - what do you want to be? • Jigsaw lessons on dreams and goals. 	<ul style="list-style-type: none"> • Assemblies. • Visitors • Aspiration day • Passports • Via the curriculum knowing which lessons support different careers. 	<ul style="list-style-type: none"> • Assemblies. • Visitors • Aspiration day • Passports • Via the curriculum knowing which lessons support different careers.
	Children's I can statements	<ul style="list-style-type: none"> • I am proud of my achievements. • I am aware of a range of different jobs and can discuss what I might like to be when I am older. 	<ul style="list-style-type: none"> • I can think of what I want to be when I am older. • I know that in order to achieve you must work hard. 	<ul style="list-style-type: none"> • I am aware of the variety of careers and strive to reach my potential. • I can consider different careers and I am aware of the areas I will need to develop if I am to achieve the career I choose. • I know that I need to take steps to achieve a goal. 	<ul style="list-style-type: none"> • I am aware of the variety of careers and strive to reach my potential. • I can consider different careers and I am aware of the areas I will need to develop if I am to achieve the career I choose. • I know that I need to take steps to achieve a goal.

Life skill		FS	KS1	LKS2	UKS2
	Activities school will provide	<ul style="list-style-type: none"> • Daily reminders and encouragement. • Additional time in nursery during lunchtime to encourage and support children to correctly use cutlery. • Opportunities at snack time to pour drinks and use cups. • Close working relationship with parents to support potty training. • Songs, rhymes and bubbles while using the toilet. • Reminders from staff for children who need it for toilet use and handwashing - built into routines. 	<ul style="list-style-type: none"> • Jigsaw lessons - Healthy me. • Big talk • Coincidentally - conversations on how to keep ourselves clean and healthy. 	<ul style="list-style-type: none"> • Big Talk • Jigsaw • Handwashing • Coincidentally - conversations on how to keep ourselves clean and healthy • Uniform policy 	<ul style="list-style-type: none"> • Big Talk • Jigsaw • Handwashing • Coincidentally - conversations on how to keep ourselves clean and healthy • Uniform policy
Personal/ self care	Children's I can statements	<ul style="list-style-type: none"> • I can dress myself and use the toilet independently. • I can use my knife and fork properly. • I can drink from a cup. • I can use the toilet with increasing independence. • By the time I am leave reception I can use the toilet independently. • I can put on my coat and make a good attempt at fastening it. • I can wash my hands after using the toilet and before handling food. 	<ul style="list-style-type: none"> • I can dress myself independently. • I can turn my clothes the right way round and fold them. • I can use my knife, fork and spoon properly. • I can zip up my own coat. • I can bring what I need to school for the day. • I can wash my hands properly. • I can brush my teeth independently. 	<ul style="list-style-type: none"> • I will bring all of the equipment I will need for the school day, and take responsibility for my belongings during transition lessons, including PE kit on the days I require it. • I can correctly get changed for active sessions and other situations. • I will maintain good hygiene and have pride in my appearance e.g. tucking my shirt in to ensure I follow the school rules and take pride in my appearance. 	<ul style="list-style-type: none"> • I will bring all of the equipment I will need for the school day, and take responsibility for my belongings during transition lessons, including PE kit on the days I require it. • I can correctly get changed for active sessions and other situations. • I will maintain good hygiene and have pride in my appearance e.g. tucking my shirt in to ensure I follow the school rules and take pride in my appearance.

Life skill		FS	KS1	LKS2	UKS2
Oracy	Activities school will provide	<ul style="list-style-type: none"> • Weekly speaking and listening activities - starting with show and tell increasing to paired discussion work about planned subjects. • Lessons and play structured to allow for questioning, exploration and playing with sounds. 	<ul style="list-style-type: none"> • Speaking and listening opportunities in lessons. • The chance to ask questions. • The chance to voice opinions. 	<ul style="list-style-type: none"> • Speaking and listening opportunities in lessons. • The chance to ask questions. • The chance to voice opinions. • Debating. • School Council. • Reading sessions. • Pitch assembly, class pitch. 	<ul style="list-style-type: none"> • Speaking and listening opportunities in lessons. • The chance to ask questions. • The chance to voice opinions. • Debating. • School Council. • Reading sessions. • Pitch assembly, class pitch. • Child led assemblies.
	Children's I can statements	<ul style="list-style-type: none"> • I can speak in a groups within a familiar environment and with familiar people. • In nursery with support and encouragement I am beginning to listen to others. • By the end of reception I can listen and respond for an increasingly longer period of time 	<ul style="list-style-type: none"> • I can speak to a range of familiar adults and my peers with confidence. • I can voice my opinions in a respectful way. 	<ul style="list-style-type: none"> • I can speak to a range of adults and my peers with confidence. • I can voice my opinions in a respectful way. 	<ul style="list-style-type: none"> • I can speak to a wider audience. • I can speak confidently and clearly and with eye contact. • I can adapt my tone of voice to suit the audience. • I will engage in metacognitive talk with my peers with relative independence.

Life skill		FS	KS1	LKS2	UKS2
Confident/perform	Activities school will provide	<ul style="list-style-type: none"> • Rhyme time challenge • 'Book nics' activities • Joining in with their parents for secret story teller • Summer picnic and Christmas singing performance. 	<ul style="list-style-type: none"> • Christmas concert. • Weekly Pitch assemblies. • Weekly PE lessons 	<ul style="list-style-type: none"> • Christmas and spring concert. • Weekly Pitch assemblies. • Weekly PE lessons. • Drama lessons. • Trust choir. • School Choir. • PE competitions. • Sports day. • Class pitch. • Lessons each day - present findings in science etc. 	<ul style="list-style-type: none"> • Christmas and summer concert. • Weekly Pitch assemblies. • Weekly PE lessons. • Drama lessons. • Young Voices. • Trust Choir. • School Choir. • PE competitions. • Sports day. • Class pitch. • Class drama activities. • Contributing to lesson discussion and sharing ideas and opinions. • Student led assemblies. • Other opportunities to pitch ideas i.e. ROAR events when available • Trust ambassadors and sports ambassadors.
	Children's I can statements	<ul style="list-style-type: none"> • I can perform songs and poems to an audience with the support of familiar adults. • I am beginning to have a sense of pride in my performances. 	<ul style="list-style-type: none"> • I can perform in a short Christmas concert. • I can speak in a Pitch assembly with confidence. • I can demonstrate in PE in front of my peers. 	<ul style="list-style-type: none"> • When speaking to an adult or my peers I will maintain eye contact and speak clearly. • I am confident to share my ideas and opinions in a small or large groups. • I can perform in front of a small or large group. 	<ul style="list-style-type: none"> • I can speak to a wider audience. • I can speak confidently and clearly and with eye contact. • I can adapt my tone of voice to suit the audience. • I can perform with expression. • I can take on a leadership role.



Respectful

Life skill		FS	KS1	LKS2	UKS2
Spiritual	Activities school will provide	<ul style="list-style-type: none"> Teaching of the Christmas story and Christmas nativity singing performance. Teaching of the basic Easter Story and Easter work in school and at home - Easter bonnet. Weekly yoga sessions and calm me times during jigsaw lessons. Promotion of Awe and wonder through as many things as possible including ; seasons, weather and new life. 	<ul style="list-style-type: none"> Visits to St Oswald's Church RE lessons Harvest Festival Easter service Assemblies about celebrations from around the world Provide opportunities for reflection within Jigsaw and RE lessons Promote awe and wonder throughout the seasons within science topics 	<ul style="list-style-type: none"> RE lessons Church visits for various celebrations Assemblies Reflection within jigsaw and circle time sessions Support children to develop awareness and understanding of their unique potential 	<ul style="list-style-type: none"> RE lessons Church visits for various celebrations Assemblies Reflection within jigsaw and circle time sessions Support children to develop awareness and understanding of their unique potential
	Children's I can statements	<ul style="list-style-type: none"> I have heard the story of Jesus's birth, death and resurrection. I can celebrate the world around me through observation and participation. I know that people are all unique and I am beginning to be aware that this should be celebrated. 	<ul style="list-style-type: none"> I can talk about my own beliefs, feelings and values. I enjoy learning about myself, others and the world around me. I can express myself creatively when sharing my experiences. 	<ul style="list-style-type: none"> I can talk about my own feelings, beliefs and values and understand that others may have different feelings, beliefs and values. I enjoy learning about myself and others, and I'm developing an understanding about the difference between us. 	<ul style="list-style-type: none"> I can talk about my own feelings, beliefs and values and understand that others may have different feelings, beliefs and values. I enjoy learning about myself and others, and I'm developing an understanding about the difference between us. I have increasing respect and tolerance for different faiths and cultures. I know the importance of worship in different faiths.

Life skill		FS	KS1	LKS2	UKS2
Community (local)	Activities school will provide	<ul style="list-style-type: none"> • Involvement in community events including 'Rhyme time' sharing. • Christmas concert shared with the residents of the local residential home. • Taking part in the family picnic, sports day, Christmas dinner, Christmas singing concert and local walks around the village. 	<ul style="list-style-type: none"> • Visit to St Oswald's Church • Harvest Festival • Easter service • Family picnic • Sports day • Summer fair • Christmas celebrations Inc. family Christmas dinner, concerts, carols etc. • Class pitch assemblies 	<ul style="list-style-type: none"> • Church visits for various celebrations • Assemblies • Family Christmas dinner • School concerts • Family picnic • Class pitch assembly • Summer fair • Sports day 	<ul style="list-style-type: none"> • Church visits for various celebrations • Assemblies • Family Christmas dinner • School concerts • Family picnic • Class pitch assembly • Summer fair • Choir visits • Trust ambassadors • Cluster sports events • Trust and Hill House sporting events • Sports day
	Children's I can statements	<ul style="list-style-type: none"> • I know that I belong to a class and school family/community. • I am happy to share my experiences with the community and help to make others happy. • I can show respect to others 	<ul style="list-style-type: none"> • I know that I belong to a local community. • I am happy to take part in community events. • I can show that I am proud to be part of my local community. 	<ul style="list-style-type: none"> • I know that I belong to a local community and am happy to participate in community events that show I am part of the wider community. • I know and can talk about my local community and the impact my actions have within this community. • I can talk about community groups I belong to e.g. football 	<ul style="list-style-type: none"> • I know that I belong to a local community and am happy to participate in community events that show I am part of the wider community. • I know and can talk about my local community and the impact my actions have within this community. • I can talk about community groups I belong to e.g. football. • I can organise and run community events, e.g. summer fair. • I can participate in community choir events, e.g. Greenacres, food festival and trust choir.

Life skill		FS	KS1	LKS2	UKS2
Community (national/ international)	Activities school will provide	<ul style="list-style-type: none"> • Participation in charity events such as; Children In Need, Red Nose Day, Jeans For Genes etc. • Participation in Remembrance Day events 	<ul style="list-style-type: none"> • Participation in charity events such as; Children In Need, Red Nose Day, Jeans for Genes etc. • Participation in Remembrance Day commemorations 	<ul style="list-style-type: none"> • Participation in charity events such as; Children In Need, Red Nose Day, Jeans for Genes etc. • Participation in Remembrance Day commemorations 	<ul style="list-style-type: none"> • Participation in charity events such as; Children In Need, Red Nose Day, Jeans for Genes etc. • Participation in Remembrance Day commemorations
	Children's I can statements	<ul style="list-style-type: none"> • I know where I live. • I enjoy taking part in events to help others. 	<ul style="list-style-type: none"> • I know that I belong to a wider community. • I can talk about national and international issues that concern me. 	<ul style="list-style-type: none"> • I am aware I belong to a wider community and know how my actions can influence the national/international community. • I'm beginning to have knowledge of what is happening in the world. 	<ul style="list-style-type: none"> • I am aware I belong to a wider community and know how my actions can influence the national/international community. • I have knowledge of what is happening in the world.

Life skill		FS	KS1	LKS2	UKS2
Diversity	Activities school will provide	<ul style="list-style-type: none"> • Big Talk sessions • Jigsaw • RE lessons • Stories from various cultures and with various positive role models of disability. 	<ul style="list-style-type: none"> • Big Talk sessions • Jigsaw • RE lessons • Assemblies • Using story books with diverse characters 	<ul style="list-style-type: none"> • Big Talk sessions • Jigsaw • RE lessons • Assemblies • MFL • History • Geography • Using story books with diverse characters 	<ul style="list-style-type: none"> • Big Talk sessions • Jigsaw • RE lessons • Assemblies • MFL • History • Geography • Using story books with diverse characters
	Children's I can statements	<ul style="list-style-type: none"> • I can talk about similarities and differences between myself and others. • I know that it is good to be unique. • I can talk about the similarities between myself and my friends. 	<ul style="list-style-type: none"> • I can show respect to everyone and everything, whatever differences we may have. 	<ul style="list-style-type: none"> • I can accept and respect that everyone is different. • I include others during my play and when I am working accepting the differences we all have. • I am aware that families are made in different ways. • I can solve problems respectfully and sensibly. 	<ul style="list-style-type: none"> • I understand and appreciate cultural differences that influence our heritage and am respectful and tolerant of different faith groups. • I can recognise, and value, the things we share across cultural, religious, ethnic and socio-economic communities. • I show respects for all people regardless of their gender, age, disability, culture, ethnicity or sexuality.

Life skill		FS	KS1	LKS2	UKS2
British values	Activities school will provide	<ul style="list-style-type: none"> • Daily voting on books to read. • School rules, READY, RESPECTFUL and SAFE. • Celebration of events e.g. Remembrance, VE day etc. 	<ul style="list-style-type: none"> • British Values assemblies • Voting on everyday classroom matters • School council representative • READY, RESPECTFUL, SAFE school rules • Right choice cards, wrong choice cards • Attendance celebrations • Pupil voice activities 	<ul style="list-style-type: none"> • British Values assemblies • Voting on everyday classroom matters • School council representative • READY, RESPECTFUL, SAFE school rules • Right choice cards, wrong choice cards • Attendance celebrations • Pupil voice questionnaires • Jigsaw lessons • Woven activities through the wider curriculum 	<ul style="list-style-type: none"> • British Values assemblies • Voting on everyday classroom matters • School council representative • READY, RESPECTFUL, SAFE school rules • Right choice cards, wrong choice cards • Attendance celebrations • Pupil voice questionnaires • Jigsaw lessons • Woven activities through the wider curriculum • Trust ambassadors • Sports ambassadors • RE and Jigsaw lessons to discuss tolerance of different faiths and cultures.

Life skill		FS	KS1
British values	Children's I can statements	<ul style="list-style-type: none"> • I understand that we have rules that we need to follow to keep everyone happy and safe. • I know that by voting it is a fair way of selecting something and it might not be my first choice. • I can treat other people how I would like to be treated. • I can recognise similarities and differences between people and show everyone respect. • I can recognise and respect significant events from the past. 	<ul style="list-style-type: none"> • Rule of law - I understand that we need rules and I have to follow them. • Democracy - I can make choices about my own learning, classroom and school life within the safe boundaries I am given. • Individual liberty - I can express my opinion about something that I care about within the safe boundaries I am given. • Mutual respect - I treat others as I want to be treated. • Tolerance - I can show respect to everyone and everything, whatever differences we may have.

Life skill		KS2
British values	Children's I can statements	<p>Democracy</p> <ul style="list-style-type: none"> • We respect, listen to and act on all of our voices. • I am involved in making class rules, contributing and following them, taking into account the views of others. • I can start to understand the terms democracy and rule of law and why they are important. • I can participate in a fair vote. • I can explore ways to express my opinions and know these opinions are valid. • I can take part in a Q&A debate. <p>Rule of Law</p> <ul style="list-style-type: none"> • I am aware that rules are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. • I can follow and value rules. • I can explore and make rules learning their value and purpose. • I can think thoughtfully about and why rules are needed and explain this to someone else. <p>Individual Liberty</p> <ul style="list-style-type: none"> • I am encouraged to make choices, knowing that I am in a safe and supportive environment. <p>Mutual respect</p> <ul style="list-style-type: none"> • We celebrate our rich cultural and religious diversity and promote mutual respect. • I respect everyone has differences and I can celebrate the uniqueness of each individual and the power of being different. <p>Tolerance</p> <ul style="list-style-type: none"> • I can celebrate the richness and diversity of our world. • I can understand how to help others be free to be themselves. • I can consider the hopes and dreams we all have.

Life skill		FS	KS1	LKS2	UKS2
Respect for myself - mentally	Activities school will provide	<ul style="list-style-type: none"> • Yoga • Jigsaw • Teacher check ins • Learning mentor support • Teaching assistant support • Trusted adults • Comfort toys • Small adaptations to activities where needed e.g. fiddle toys, sensory activities. • Time to celebrate significant events of importance to a child e.g. dancing or football trophy. 	<ul style="list-style-type: none"> • Wellbeing time • Jigsaw • Mental health check-in boards • Learning mentor support • Trusted adults • Use of worry monsters 	<ul style="list-style-type: none"> • Wellbeing time • Jigsaw • Mental health check-in boards • Learning mentor support • Trusted adults • Worry box • Wellbeing assemblies • Circle time 	<ul style="list-style-type: none"> • Wellbeing time • Jigsaw • Mental health check-in boards • Learning mentor support • Trusted adults • Worry box • Wellbeing assemblies • Circle time
	Children's I can statements	<ul style="list-style-type: none"> • I can tell someone if I feel sad, worried, scared, happy or excited. • I can ask for help when I feel wobbly. • With support I can access strategies to help me e.g. deep breathing, alone time etc. 	<ul style="list-style-type: none"> • I know the difference between mental health and physical health. • I can understand and talk about my feelings. • I know some strategies to help manage my feelings. 	<ul style="list-style-type: none"> • I can make healthy choices. • I know how to be a good friend and make good choices within a friendship so I enjoy healthy friendships. • I know how to keep calm and deal with difficult situations. • I can make healthy life choices. • I use strategies to manage my feelings and know when I need to ask an adult for help. 	<ul style="list-style-type: none"> • I can make healthy choices. • I know how to be a good friend and make good choices within a friendship so I enjoy healthy friendships. • I know how to keep calm and deal with difficult situations. • I can make healthy life choices. • I use strategies to manage my feelings and know when I need to ask an adult for help, but I have the tools to resolve problems myself.

Life skill		FS	KS1	LKS2	UKS2
Respect for myself-physically	Activities school will provide	<ul style="list-style-type: none"> • Snack time, making and baking, personal challenges, learning about farming and different types of food. • Lessons about the importance of sleep and hydration. 	<ul style="list-style-type: none"> • Jigsaw • Science • Wellbeing time • PE lessons • DT food lessons • Personal challenges • Big Talk 	<ul style="list-style-type: none"> • Jigsaw • Science • Wellbeing time • PE lessons • DT food lessons • Personal challenges • Big Talk • Active sessions 	<ul style="list-style-type: none"> • Jigsaw • Science • Wellbeing time • PE lessons • DT food lessons • Personal challenges • Big Talk • Active sessions
	Children's I can statements	<ul style="list-style-type: none"> • I know how to keep myself physically healthy through diet and exercise. • I know some of the changes that happen to my body when I exercise. • I understand the need to wash my body in order to keep clean. • I know that I need to brush my teeth morning and night. • I know that sleeping gives my body rest. 	<ul style="list-style-type: none"> • I know what to do to keep myself physically healthy - balanced diet, exercise, good hygiene, drinking plenty of water, the importance of sleep. 	<ul style="list-style-type: none"> • I can make healthy choices. • I can challenge myself physically ensuring I am keeping my body healthy. • I understand why exercise impacts my body and know the importance of my heart and lungs. • I am aware that some things may be detrimental to my physical health. • I can identify, things people and places that I need to keep safe from and know who I can turn to for help. • I understand how complex my body is and how important it is to take care of it. 	<ul style="list-style-type: none"> • I can make healthy choices. • I can challenge myself physically ensuring I am keeping my body healthy for the minimum required 60 minutes a day. • I understand why exercise impacts my body and know the importance of my heart and lungs. • I am aware that some things may be detrimental to my physical health. • I can identify, things people and places that I need to keep safe from and know who I can turn to for help. • I know that I am in control of my own body and what happens to it



Safe

Life skill		FS	KS1	LKS2	UKS2
Road safety	Activities school will provide	<ul style="list-style-type: none"> • Safety expectations modelled and encouraged in the classroom. • Activities around spatial awareness. • Listening activities to identify where sounds are coming from. 	<ul style="list-style-type: none"> • Road Safety is taught and practised in a safe environment. 	Pedestrian skills.	Cycle training.
	Children's I can statements	<ul style="list-style-type: none"> • I can hear the sound of cars. • I can move my body safely around people and objects in the classroom. • I know the importance of listening to an adult. • I can use my looking and listening skills with the support of an adult. 	<ul style="list-style-type: none"> • I can cross a road safely with a familiar adult. • I am aware of the Green Cross Code. 	<ul style="list-style-type: none"> • I can cross a road safely with a familiar adult. • I am aware of the Green Cross Code. 	<ul style="list-style-type: none"> • I am aware of the Green Cross Code. • I can ride my bike safely.

Life skill		FS	KS1	LKS2	UKS2
Water safety	Activities school will provide	<ul style="list-style-type: none"> • Water play. • Learning basic knowledge about keeping safe near water e.g. I should be with an adult. 	<ul style="list-style-type: none"> • This will be highlighted through general lessons around keeping ourselves safe, within the curriculum, highlighted when on school trips where water may be present. 	<ul style="list-style-type: none"> • This will be highlighted through general lessons around keeping ourselves safe, within the curriculum, highlighted when on school trips where water may be present. 	<ul style="list-style-type: none"> • Swimming (year 5). • Water safety (year 5).
	Children's I can statements	<ul style="list-style-type: none"> • I can keep myself near water by listening to an adult I trust. 	<ul style="list-style-type: none"> • I know that I need to be careful near water - ponds, lakes, canals. 	<ul style="list-style-type: none"> • I can keep myself safe in certain places. 	<ul style="list-style-type: none"> • I can meet National Curriculum standard for swimming.

Life skill		FS	KS1	LKS2	UKS2
Online	Activities school will provide	<ul style="list-style-type: none"> • BigTalk • Internet safety focus activities • Weekly reminders about internet use and supervision of an adult in the unit. 	<ul style="list-style-type: none"> • Gooseberry planet lessons. • BigTalk sessions. 	<ul style="list-style-type: none"> • Gooseberry planet lessons. • BigTalk sessions. 	<ul style="list-style-type: none"> • Gooseberry planet lessons. • BigTalk sessions.
	Children's I can statements	<ul style="list-style-type: none"> • I can safely use the internet in school. • I know that some things on the internet are not for children. • I know to ask for help if I am worried or unsure about something. 	<ul style="list-style-type: none"> • I know not to share personal information online. • I know not to share passwords with others. • I know to tell a responsible adult if I see something I don't like online. 	<ul style="list-style-type: none"> • I know not to share personal information online. • I know not to share passwords with others. • I know to tell a responsible adult if I see something I don't like online. • I know not to geo tag when online. • I know that a friend of a friend is not my friend. • I know how to post safely online and the danger of posting too much information. • I know my past may be my future online as once posted I can't take it down. • I am careful with invites and requests online. • I know the importance of passwords online. • I know some of the dangerous of webcam use, downloading apps and music and phishing. 	<ul style="list-style-type: none"> • I know not to share personal information online and how to keep my information private. • I know which things are appropriate to share online and know not to share sensitive information or passwords with others. • I know to tell a responsible adult if I see something I don't like online. • I can view emails critically and learn how to respond to them safely. • I understand that things I see online may try to influence my behaviour and I should always question the motivation of the sender. • I will explore the issues of radicalisation and extremism.

Life skill		FS	KS1	LKS2	UKS2
	Activities school will provide	<ul style="list-style-type: none"> • Big Talk • Jigsaw lessons • Pants rule. 	<ul style="list-style-type: none"> • Big Talk sessions. • Jigsaw lessons - Changing Me unit. 	<ul style="list-style-type: none"> • Big Talk sessions. • Jigsaw lessons - Changing Me unit. 	<ul style="list-style-type: none"> • Big Talk sessions. • Jigsaw lessons - Changing Me unit.
Child protection	Children's I can statements	<ul style="list-style-type: none"> • I can identify my private areas and can use the correct vocabulary for them. • I can seek help from a trusted adult if I am worried or scared. 	<ul style="list-style-type: none"> • I know my private areas and can use the correct vocabulary to name them. • I know not to show my private areas to people who don't need to see them. • I know to tell a trusted adult when something happens that I think is not right. 	<ul style="list-style-type: none"> • I know my private areas. • I know not to show my private areas to people who don't need to see them. • I know to tell a trusted adult when something happens that I think is not right. • I will use the correct vocabulary. • I know not to allow someone to take images and videos of my private areas. 	<ul style="list-style-type: none"> • I know my private areas. • I know not to show my private areas to people who don't need to see them. • I know to tell a trusted adult when something happens that I think is not right. • I can use the correct vocabulary. • I am aware that people may try to persuade me to do things and influence my behaviour and how to respond to this safely.

Life skill		FS	KS1	LKS2	UKS2
First aid	Activities school will provide	<ul style="list-style-type: none"> • Jigsaw- healthy me • Encouragement to seek help when hurt or injured • Discussion about medicines being used and how they are only safe if used properly. 	<ul style="list-style-type: none"> • Jigsaw - healthy me. • Coincidental conversations about keeping safe and healthy. • Big Talk. 	<ul style="list-style-type: none"> • Jigsaw - healthy me. • Coincidental conversations about keeping safe and healthy. • Big Talk. 	<ul style="list-style-type: none"> • Jigsaw - healthy me. • Coincidental conversations about keeping safe and healthy. • Big Talk.
	Children's I can statements	<ul style="list-style-type: none"> • I can tell someone when I have hurt myself. • I know that only adults that I trust should give me medicines. • I know that I should not touch or play with medicines. 	<ul style="list-style-type: none"> • I know that trusted adult will give me first aid when needed. • I know not to touch medicines on my own. • I know to tell a trusted adult if I am hurt. 	<ul style="list-style-type: none"> • I know that trusted adult will give me first aid when needed. • I know not to touch medicines on my own. • I know if I am hurt to tell a trusted adult. • I understand how to contact the emergency services and when it is appropriate to do this. 	<ul style="list-style-type: none"> • I know that trusted adult will give me first aid when needed. • I have an understanding of both legal and illegal drugs and I know not to touch medicines on my own. • I know if I am hurt to tell a trusted adult. • I know basic first aid including the recovery position. • I understand how to contact the emergency services.

Life skill		FS	KS1	LKS2	UKS2
Friendship/ kindness/ Anti-bullying	Activity	<ul style="list-style-type: none"> • Embedded throughout the FS unit all of the time mainly through modelling and praise. • Reminders about trusted adults. • Staff vigilance about how the children are presenting physically, emotionally and socially. • Kindness song weekly. 	<ul style="list-style-type: none"> • Anti-bullying activities • Wellbeing time • Jigsaw • Trusted adults • Access to learning mentor 	<ul style="list-style-type: none"> • Anti-bullying activities • Wellbeing time • Jigsaw • Trusted adults • Access to learning mentor 	<ul style="list-style-type: none"> • Anti-bullying activities • Wellbeing time • Jigsaw • Trusted adults • Access to learning mentor • Playground buddies • Sports leaders
	I can...	<ul style="list-style-type: none"> • I can show I am a good friend by listening to others. • I can share the resources that I am using. • I can use kind words, kind hands, kind thoughts and a kind heart. • I can seek help if my friends or I need it. 	<ul style="list-style-type: none"> • I know what to do if I am or one of my friends is being bullied. • I can use kind and polite words with my friends and my teachers. • I can do kind things even when no one is watching. 	<ul style="list-style-type: none"> • I know how to be a good friend and how to maintain a healthy friendship. • I know how to help if someone is being bullied. • I can use kind words. • I know how to give and receive compliments. • I can show respect towards all people, regardless of friendship, faith, age, culture, sexuality, gender, ethnicity, family background or disability. 	<ul style="list-style-type: none"> • I know how to be a good friend and how to maintain a healthy friendship. • I know what to do if I or someone else is being bullied. • I can use kind words. • I know how to give and receive compliments. • I can show respect towards all people, regardless of friendship, faith, age, culture, sexuality, gender, ethnicity, family background or disability. • I know how to express my feelings in a respectful manner, not causing offense. • I know how to work successfully with all children in a group.