

**Edward Peake CofE School
Life Skills Curriculum Progression**

Curriculum Intent:

The intention of the LIFE SKILLS curriculum is to equip pupils with essential skills for life so that pupils can stay safe and healthy, including online. Pupils have the knowledge and skills to build and maintain healthy relationships and are able to assess risk and make safe and informed decisions now and in the future. The LIFE SKILLS curriculum ensures every child is offered challenging and engaging learning experiences with Christian values at heart.

Our main aims are to:

- **Live:** Ensure pupils develop as independent, confident and successful learners so that they can make an active contribution to society and their communities, as well as making informed and safe decisions within their own lives
- **Love:** Ensure pupils are prepared for the next stage of their education and broaden pupils' horizons through developing the knowledge, skills and attributes to manage life's challenges
- **Learn:** Develop an understanding of self and the importance of physical and mental wellbeing and to support pupils in recognising risks and how to ask for or receive support

The LIFE SKILLS curriculum has three core concepts threaded throughout. These are: **Health and Wellbeing, Relationships and Living in the Wider World**. The curriculum has been designed with these concepts in mind to ensure that all pupils benefit from a well-structured approach to their learning in LIFE SKILLS.

| Skills and Knowledge | Year 6 | Year 7 | Year 8 | Year 9 |
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| Health & Wellbeing | <p style="text-align: center;"><u>Where in the curriculum this is taught:</u></p> <p style="text-align: center;"><u>Autumn 1 & 2</u></p> <p>Valuing Differences/ Managing Change</p> <p>Know how positive friendships can support wellbeing</p> | <p style="text-align: center;"><u>Where in the curriculum this is taught:</u></p> <p style="text-align: center;"><u>Autumn 1</u></p> <p>Safety</p> <p>Know about substance use and misuse, including laws relating to this</p> <p>Know about the effects of alcohol, tobacco, nicotine and</p> | <p style="text-align: center;"><u>Where in the curriculum this is taught:</u></p> <p style="text-align: center;"><u>Autumn 1</u></p> <p>Drugs and alcohol</p> <p>Know how to manage group friendships</p> <p>Know how to manage social influences, peer pressure and the desire for peer approval in a range of contexts, including</p> | <p style="text-align: center;"><u>Where in the curriculum this is taught:</u></p> <p style="text-align: center;"><u>Autumn 1</u></p> <p>Peer influence, substance use and gangs</p> <p>Know the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the</p> |

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| | <p>Know how friendships change (including context such as moving home or schools)</p> <p>Know how to manage change in different contexts (including loss and bereavement)</p> <p>Know how to access appropriate support during times of change</p> <p>Know how to empathise and how people can help to support each other in times of difficulty</p> <p>Health & Hygiene/Keeping safe</p> <p>Know how choices can affect a healthy lifestyle</p> <p>Know what constitutes a healthy diet and how to plan healthy meals</p> <p>Know how bacteria and viruses can affect health</p> <p>Know how hygiene routines limit the spread of infection</p> <p>Know how to take responsibility for personal hygiene during adolescence</p> <p>Know how medicines contribute to health, and how to use them responsibly and safely</p> | <p>e-cigarettes; attitudes and social norms regarding substances</p> <p>Know about dependence, including the over-consumption of caffeine-based energy drinks</p> <p>Know how to safely use over the counter and prescription medications</p> <p>Know how to manage peer influence in relation to substance abuse</p> <p>Know about strategies to manage personal safety in situations, including online</p> <p>Know how to assess and reduce the risk in relation to health, wellbeing and personal safety</p> <p>Know how to perform basic first aid, including CPR; when and how to safely use defibrillators</p> <p style="text-align: center;"><u>Summer 2</u></p> <p>Health and puberty</p> <p>Know how to manage influences on healthy lifestyle choices including diet and physical activity</p> <p>Know the link between sleep and wellbeing</p> | <p>in relation to substance use and antisocial behaviour</p> <p>Know how to manage personal safety in social situations</p> <p>Know how to access support and advice in relation to friendship and peer influence issues</p> <p>Know why young people may join gangs</p> <p>Know how to access support in relation to gangs</p> <p style="text-align: center;"><u>Spring 1</u></p> <p>Emotional wellbeing</p> <p>Know about the attitudes to mental health and how to challenge stigma and misconceptions</p> <p>Know ways to promote and maintain emotional wellbeing</p> <p>Know how to build resilience and reframe disappointments and setbacks</p> <p>Know what the impact of social media has on mental health and emotional wellbeing</p> <p>Know strategies to develop digital resilience</p> | <p>wider consequences for communities</p> <p>Know the wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>Identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p> <p>Know strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <p>Know how to access support and what support networks exist</p> <p style="text-align: center;"><u>Spring 1</u></p> <p>Healthy lifestyle</p> <p>Make informed lifestyle choices regarding sleep, diet and exercise</p> <p>Know the benefits of having a balanced approach to spending time online</p> <p>Identify, evaluate and independently access reliable</p> |
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| | <p>Know how to manage allergies including how to respond in an emergency</p> <p>Know how vaccines and immunisations can prevent some diseases</p> <p>Know how to deal with emotions, challenges and change</p> <p>Mental Health</p> <p>Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>Know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>Know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> | <p>Know how to maintain healthy sleep habits</p> <p>Know how to balance time between school work, leisure, exercise and time spent outdoors and online</p> <p>Know how to manage influences on, and maintain, good oral hygiene and dental health</p> <p>Know strategies to manage stress, puberty and the physical and mental changes that are a part of growing up</p> <p>Know how to access health services</p> | <p>Know how to manage influences, including the media, on body image</p> <p>Know what unhealthy coping strategies are, including self-harm and eating disorders</p> <p>Know what healthy ways there are to manage difficult feelings, challenging circumstances, stress and anxiety</p> <p>Know why, when and how to access support for themselves or others</p> | <p>sources of information, advice and support for all aspects of physical and mental health</p> <p>Know about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p> <p>To increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> |
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| Relationships | <u>Where in the curriculum this is taught:</u> <u>Spring 2</u> Feelings & Emotions Recognise that feelings can change over time and range in intensity Know that everyday things that affect feelings and the importance of expressing feelings Know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; Know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations Healthy Relationships Friendships and Staying Know about the role of the Internet in everyday life Know about the positive and negative uses and effects of the Internet and social media Know how data is shared and used online, and how information can be targeted | <u>Where in the curriculum this is taught:</u> <u>Spring 1</u> Diversity Know the impact of stereotyping, prejudice and discrimination on individuals and relationships Know about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice Know the need to promote inclusion and challenge discrimination, and how to do so safely, including online <u>Summer 1</u> Building relationships Know how to safely and responsibly form, maintain and manage positive relationships, including online Know the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) | <u>Where in the curriculum this is taught:</u> <u>Spring 2</u> Discrimination Know how to tackle racism and religious discrimination Know how to promote human rights <u>Summer 2</u> Identity and relationships Know about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation Know the difference between biological sex, gender identity and sexual orientation Know the law relating to sexual consent Know how to seek, give, not give and withdraw consent (in all contexts, including online) Know the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be | <u>Where in the curriculum this is taught:</u> <u>Spring 2</u> Respectful relationships Know the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality Know how to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary Know the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships <u>Summer 2</u> Intimate relationships Know about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them Know strategies to access reliable, accurate and |
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| | <p>Know how images and information online can be manipulated or invented</p> <p>Know about strategies to evaluate reliability of sources and identify misinformation</p> <p>Know how and why to choose age-appropriate media including TV, film, games and online content; risk in relation to gambling, including online</p> <p>Know how to manage influences in relation to gambling</p> <p style="text-align: center;"><u>Summer 2</u> Growing & Changing</p> <p>Know how to manage change – new roles and responsibilities as they grow up</p> <p>Know how to manage the physical and emotional changes that happen during puberty</p> <p>Know about hygiene routines during puberty</p> <p>Know about adult relationships and the human life cycle</p> <p>Know about human reproduction</p> | <p>Know how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>Know the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>Know the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p> <p>Know that consent is freely given</p> | <p>respected</p> <p>Know how to gauge readiness for sexual intimacy</p> <p>Know the impact of sharing sexual images of others without consent</p> <p>Know how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>Know that intimate relationships should be pleasurable</p> <p>Know the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>Know the risks related to unprotected sex</p> <p>Know the consequences of unintended pregnancy, sources of support and the options available</p> | <p>appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>Understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p> <p>Know about the concept of consent in maturing relationships</p> <p>Know how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p> <p>Know the law relating to abuse in relationships, including coercive control and online harassment</p> <p>Know that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p> |
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| | <p>Know how a baby is made and how it grows</p> <p>Keeping Safe Substances</p> <p>Know the risks and effects of legal drugs (cigarettes, e-cigarettes/vaping, alcohol, medicines) and about the impact on health these may have</p> <p>Know the laws around use of legal drugs</p> <p>Know why people choose to use or not use substances</p> <p>Know about the mixed messages in the media about substances</p> <p>Know how to seek help and support from organisations</p> | | | |
| <p>Living in the Wider World</p> | <p><u>Where in the curriculum this is taught:</u></p> <p style="text-align: center;"><u>Spring 1</u></p> <p>Belonging to a community/Environment/Personal Identity</p> <p>Know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> | <p><u>Where in the curriculum this is taught:</u></p> <p style="text-align: center;"><u>Autumn 2</u></p> <p>Developing skills and aspirations</p> <p>Know how to be enterprising</p> <p>Know different types of career and work patterns</p> <p>Know how to identify abilities and qualities required for different careers</p> | <p><u>Where in the curriculum this is taught:</u></p> <p style="text-align: center;"><u>Autumn 2</u></p> <p>Developing skills and aspirations</p> <p>Know how to identify their life and career aspirations</p> <p>Know how to identify personal strengths and skills for employment</p> | <p><u>Where in the curriculum this is taught:</u></p> <p style="text-align: center;"><u>Autumn 2</u></p> <p>Developing skills and aspirations</p> <p>Evaluate and further develop their study and employability skills</p> <p>Evaluate their own personal strengths and areas for development and use this to inform goal setting</p> |

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| | <p>Know that for some people gender identity does not correspond with their biological sex</p> <p>Recognise their individuality and personal qualities</p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>Media literacy and digital resilience</p> <p>Know about the role of the Internet in everyday life</p> <p>Know about the positive and negative uses and effects of the Internet and social media</p> <p>Know how data is shared and used online, and how information can be targeted</p> <p>Know how images and information online can be manipulated or invented</p> <p>Know about strategies to evaluate reliability of sources and identify misinformation</p> | <p>Know young people's employment rights</p> <p>Know about ethical and unethical business practices and consumerism</p> <p><u>Spring 1</u> Financial decision making</p> <p>Know how to assess and manage risk in relation to financial decisions that young people might make</p> <p>Know about values and attitudes relating to finance, including debt</p> <p>Know how to manage emotions in relation to money</p> <p>Know how to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p>Recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p> | <p>Know how to challenge stereotypes and expectations that limit aspirations</p> <p>Know about routes into different careers</p> <p>Know how to evaluate progression routes</p> <p>Know how a person's online presence can affect employability</p> <p>Know how to manage online presence including on social networking sites</p> <p>Know how to manage emotions in relation to future employment</p> <p><u>Summer 1</u> Digital literacy</p> <p>Know that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p> <p>Know to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage</p> | <p>Know how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p><u>Summer 1</u> Employability skills</p> <p>Employability and online presence</p> <p>Know how to research, secure and take full advantage of any opportunities for work experience that are available</p> <p>Develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p> <p>Know the benefits and challenges of cultivating career opportunities online</p> <p>Know strategies to manage their online presence and its impact on career opportunities</p> |
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| | <p>Know how and why to choose age-appropriate media including TV, film, games and online content; risk in relation to gambling, including online</p> <p>Know how to manage influences in relation to gambling</p> | | <p>personal information and images online, including on social media</p> <p>Know the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>Learn to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>Understand how the way people present themselves online can have positive and negative impacts on them</p> <p>Make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>Know that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> | |
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| | | | Respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms | |
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Curriculum Impact:

The LIFE SKILLS schemes of work provides an effective curriculum for wellbeing. Pupils are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. The schemes of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing pupils with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful LIFE SKILLS education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. LIFE SKILLS education also helps disadvantaged and vulnerable pupils achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face.

Within the classroom, independent, confident and successful learners are developed through quality first teaching, supporting and challenging activities and a broad and balanced offering. Pupils are prepared for the next stage of their education through sequenced learning with prior learning revisited and built upon. Pupils' horizons are broadened through a Careers programme, recognising and celebrating diversity and multiculturalism and discussion opportunities to support curriculum content covered in lessons.

Outside of the classroom, pupils can develop as independent, confident and successful learners by completing appropriate and challenging home learning activities. Being able to access online resources shared within lessons and knowing where and how to get support. Pupils are prepared for the next stage of their education by the school and department having close links with feeder schools, and staff receiving CPD opportunities on recent changes to the curriculum. Pupils' horizons are broadened by giving them opportunities to contribute to the school community and allowing pupil voice through informal discussions, pupil feedback and questionnaires.