**Life Skills Curriculum**

At Church Lane Primary School and Nursery, our main curriculum aim is to help our children reach their full potential. We provide an experience rich curriculum that focuses on building knowledge, skills and personal development. This section of our curriculum focuses on ensuring our children have the ambition and life skills they need to thrive as they progress through both our school and their futures.

Life skills are separated in to four main areas – Keeping safe, When I’m an adult, Taking care of myself and others, Taking care of my community.

These skills are progressively laid out by year group and can be covered at any time throughout the year. These skills are either taught by the class teacher or through workshops.

|  |  |
| --- | --- |
| Year 1 | |
| Focus | Intent |
| Contacting emergency services | Provide children with the knowledge they need to contact emergency services if they are required. |
| Road safety with adult support | Provide children with basic road safety that supports them when navigating the roads with familiar adults. |
| NSPCC safety sessions | Age appropriate advice on how to stay safe |
| E- Safety | Allow children to access the internet while being as safe as possible. |
| Traditional job roles | Provide children with experience of people with traditional job roles/trades that will be familiar to them (e.g. public sector, emergency services, trades) and give them an idea of what that role entails. |
| Teeth/Hair/Healthy Eating | Children should be able to master basic personal hygiene and have awareness of healthy vs unhealthy snacks. |
| First Aid | Children can support in an appropriate way for their age group when a friend is hurt. |
| Looking after our school community | Helping keep the school in good order and supporting other children around the school. |

|  |  |
| --- | --- |
| Year 2 | |
| Focus | Intent |
| Scooters and road safety | Review and extend the children’s knowledge of road safety to encompass travelling around on scooters as well as being pedestrians. |
| NSPCC safety sessions | Age appropriate advice on how to stay safe |
| E- Safety | Allow children to access the internet while being as safe as possible. |
| Famous role models | Provide children with examples of famous people with aspirational careers. |
| Shoelaces/Healthy Eating | Children should practice tying their own shoe laces and have awareness of healthy vs unhealthy packed lunch choices. |
| First Aid | Children can support in an appropriate way for their age group when a friend is hurt. |
| Keeping in touch with forgotten people in our community | Contact with care homes in local area through letter exchanges and cards. |

|  |  |
| --- | --- |
| Year 3 | |
| Focus | Intent |
| Fire and Water safety | Provide children with knowledge on how to stay safe around water (proximity to river and the start of swimming) and how to be fire safe. |
| NSPCC safety sessions | Age appropriate advice on how to stay safe |
| E- Safety | Allow children to access the internet while being as safe as possible. |
| Adults around us a role models | Provide children with examples and experiences of meeting adults they know or may be familiar with – similar to careers day meetings etc. |
| Shoelaces/Ties/Healthy Eating | Children should master tying their own shoelaces and practice using proper ties. They should also be aware of healthy meal choices. |
| First Aid | Children can support in an appropriate way for their age group when a friend is hurt. |
| Looking after our local community | Making Sleaford a better place (e.g. Litter picking, helping out) |

|  |  |
| --- | --- |
| Year 4 | |
| Focus | Intent |
| Using public transport safely | Provide children with opportunities to learn how to get about on buses and trains safely as well as navigating maps and simple timetables. |
| NSPCC safety sessions | Age appropriate advice on how to stay safe |
| E- Safety | Allow children to access the internet while being as safe as possible. |
| Entrepreneurship | Provide children with examples of entrepreneurs and allow them to undertake a project where they show themselves to be entrepreneurs. |
| Sleep/Healthy Eating | Children should be aware of how important sleep is and how to have a healthy relationship with sleep. They should also be aware of how to plan a healthy meal. |
| First Aid | Children can support in an appropriate way for their age group when a friend is hurt. |
| Being part of our wider community | Focus on being a part of Lincolnshire. How can we support the community around us? (Farmers/businesses etc) |

|  |  |
| --- | --- |
| Year 5 | |
| Focus | Intent |
| Bikeability and Mini-Police | Provide children with the opportunity to learn how to cycle on the roads alone safely in preparation for travelling to school alone.  Engage with Police Force to provide Mini-Police for the school. |
| NSPCC safety sessions | Age appropriate advice on how to stay safe |
| E- Safety | Allow children to access the internet while being as safe as possible. |
| STEM experiences | Provide children with STEM role models (including women) and give them tasters and experiences that will engage them more in this field. |
| Puberty/Personal hygiene/Healthy Eating | Children should begin to discuss puberty and how to ensure that they keep themselves clean and smart during all the changes to their bodies. They should prepare a healthy meal. |
| First Aid | Children can support in an appropriate way for their age group when a friend is hurt. |
| Improving our area | Children should undertake a project – suggesting improvements or designs that will be submitted to council members. |

|  |  |
| --- | --- |
| Year 6 | |
| Focus | Intent |
| Drug/Alcohol/Peer pressure/Consent | Provide children with the opportunities to explore these new experiences in a safe space. Advice on how to deal with these issues with led trips and experience days. |
| NSPCC safety sessions | Age appropriate advice on how to stay safe |
| E- Safety | Allow children to access the internet while being as safe as possible. |
| Future Paths and Budgeting | Provide children with knowledge and ideas of what path they may want to take in life – university/apprenticeships/trades etc.  They should also be able to ‘run’ and manage their money during a task. |
| Puberty/Personal hygiene/Healthy Eating | Pupils should continue to explore puberty and personal hygiene as well as how they can ensure they ‘look smart’.  They should also plan and prepare a healthy meal. |
| First Aid | Children can support in an appropriate way for their age group when a friend is hurt. |
| Improving the environment | Children should undertake a project looking at being members of the global community. Improving the world and climate. |