

Life Skills Long Term Plan 2023 2024



	Autumn 1	Autumn 2	Spring1	Spring2	Summer1	Summer2
<u>Year One</u>	<p><u>Relationships Communicate and Regulate</u></p> <ul style="list-style-type: none"> • say what makes them an individual, developing self awareness and self-esteem; • Skill development - listening, discussion, negotiation, teamwork, communication. • Recognise and name different emotions, how to share feelings, identify feelings from facial expressions and body language; • Strategies to use to manage big feelings • understand the importance of sharing their thoughts and feelings respectfully. <p>Replace with Communicate and Regulate</p>	<p><u>Health and Wellbeing It's My Body</u></p> <p>describe their daily bedtime routine;</p> <ul style="list-style-type: none"> • explain what happens if you do not exercise regularly; • explain that other people have rights for their own body; • list some foods that are good to have once a week; • identify hazard signs that mean something is dangerous; • explain what germs are and why people need to keep clean. 	<p><u>Health and Wellbeing Aiming High</u></p> <p>identify star qualities in others;</p> <ul style="list-style-type: none"> • give examples of positive learning attitude statements; • identify attributes they have that would suit them to a desired job; • challenge stereotypes; • discuss their ambitions; • identify ways next year will be different and explain why they think this 	<p><u>Relationships TEAM</u></p> <ul style="list-style-type: none"> • show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team; • create a picture by using good listening to follow instructions; • create a chain of kindness by thinking of their own idea of a way to be kind; • draw or write ways to deal with teasing or bullying behaviour; • sort thoughts given into helpful and not-so-helpful thought categories; • draw a picture to show a time they made a good choice and to write what happened next. 	<p><u>Living in the Wider World Britain</u></p> <ul style="list-style-type: none"> • describe how they can help groups and communities they belong to; • recognise choices can have negative and positive consequences; • explain some consequences of negative and positive choices; • talk about why helping their neighbourhood is important; • describe different aspects of living in Britain; • give reasons why it is important to have differences; • identify famous British people, places and events; • explain what famous British people, places and 	<p><u>Living in the Wider World Money Matters</u></p> <ul style="list-style-type: none"> • explain ways we can save money; • identify why it is important to keep money safe; • explain why it is important to keep our belongings safe; • discuss ways we can keep track of money we spend.

					events tell them about being British.	
<u>Year Two</u>	<p><u>Health and Wellbeing Think Positive</u></p> <p>identify and discuss feelings and emotions, using simple terms;</p> <ul style="list-style-type: none"> describe things that make them feel happy and unhappy; understand that they have a choice about how to react to things that happen; talk about personal achievements and goals; describe difficult feelings and what might cause these feelings; discuss things for which they are thankful; focus on an activity, remaining calm and still. 	<p><u>Health and Wellbeing Safety First</u></p> <ul style="list-style-type: none"> identify some everyday dangers; understand some basic rules that help keep people safe; know what to do if they feel in danger; identify some dangers in the home; identify some dangers outside; know that their private body parts are private; recall the number to call in an emergency; list some people who can help them stay safe. 	<p><u>Relationships Growing Up</u></p> <ul style="list-style-type: none"> consider the best thing to do in a given scenario; explain what 'unique' means and consider what makes them unique; show respect for others' likes and dislikes; show an understanding of the need to get to know a person before making assumptions about them; describe physical changes humans go through as they grow up; show an understanding of how our responsibilities change as we grow; discuss how certain changes in people's lives can make them feel. 	<p><u>Relationships VIPs</u></p> <ul style="list-style-type: none"> identify who the special people in their lives are and explain why they are important to them; explain why having a family network is important; know what makes someone a good friend and demonstrate these qualities; put positive resolution techniques into practice; cooperate with others to complete a task; identify several ways to show others they care and understand the importance of doing this. 	<p><u>Living in the Wider World One World</u></p> <ul style="list-style-type: none"> describe how family life in different countries can be the same as and different from their own; think about what children might do in homes around the world; describe what it is like to go to school in different countries and identify similarities to and differences from theirs; think about how the environment affects people's daily life; discuss the environmental problems of the over use and misuse of natural resources; explain why it is important to care for the earth and discuss ways this can be done. 	<p><u>Living in the wider world – Media literacy & digital resilience</u></p> <p>Project EVOLVE unit</p> <p>Online Relationships</p> <p>Recognise some ways in which the internet can be used to communicate</p> <p>Give examples of how I (might) use technology to communicate with people I know</p> <p>Give examples of when I should ask permission to do something online and explain why this is important</p> <p>Explain why it is important to be considerate and kind to people online and to respect their choices</p> <p>Identify who can help me if something happens online without my consent.</p>
<u>Year Three</u>	<p><u>Health and Wellbeing Aiming High</u></p> <ul style="list-style-type: none"> identify skills and attributes that are useful in many roles; identify elements of a growth mindset; identify and challenge stereotypes; discuss goals they could set to work towards their ambitions; discuss challenges many people face 	<p><u>Health and Wellbeing It's My Body</u></p> <ul style="list-style-type: none"> list some of the effects of sleep deprivation; explain the effect of exercise on the heart; know how to get help for themselves or another in the case of serious problems; explain why eating a balanced diet is important; 	<p><u>Relationships COMMUNICATE AND REGULATE</u></p> <ul style="list-style-type: none"> identify their own strengths, developing self-awareness and self-esteem; explain that how they are feeling on the inside can affect their facial expressions and body language, importance of expressing feelings, how intensity of feelings can change over time 	<p><u>Living in the Wider World Diverse Britain</u></p> <ul style="list-style-type: none"> describe the benefits of living in a diverse and multicultural society; understand why democracy is important; identify how rules and laws help them; identify the rights of the British people; describe what being British means to others. 	<p><u>Living in the Wider World Money Matters</u></p> <ul style="list-style-type: none"> discuss some of the consequences of debt; talk about the importance of prioritising our spending; discuss advertisements that try to influence what we buy; explain why it is important to keep track of what we spend. 	<p><u>Relationships TEAM</u></p> <ul style="list-style-type: none"> work with a partner to write down a change that has come with starting in Year 3; create a role play about a team scenario; read clues and work as a team to solve a crime; identify a feeling and how it is expressed; show the resolution to a dispute through pictures; create a list of 'Pass It On' ideas.

	and how some people overcome these.	<ul style="list-style-type: none"> • know how to check medicine instructions; • know how to inhibit the spread of germs. 	<ul style="list-style-type: none"> • identify and begin to implement strategies to help them cope with uncomfortable feelings; • begin to demonstrate appropriately assertive behaviour; • Skill development - listening, discussion, negotiation, teamwork, communication. 			
<u>Year Four</u>	<p><u>Health and Wellbeing MELVA programme</u></p> <ul style="list-style-type: none"> • understand that it is important to look after our mental health, discussing worries and anxiety; • recognise and describe a range of positive and negative emotions, discussing how your niggling voice can be a positive or negative influence; • recognise the influence of other people on how we feel about ourselves • develop practical ways to manage a physical response to worries; • recognise the difference between fight, flight and freeze fear responses; • Recognise and communicate practical ways adults can help young people manage their worries; 	<p><u>Living in the Wider World One World</u></p> <ul style="list-style-type: none"> • give reasons for similarities and differences between people's lives; • detail if they feel something is fair or not; • give reasons for their own opinions; • recognise how their actions impact on people in different countries; • discuss climate change in terms of what it is and its effects; • explain how organisations help people in need. 	<p><u>Media literacy & digital resilience - Project Evolve Unit - Online Relationships</u></p> <p>Explain what it means to 'know someone' online and why this might be different from knowing someone offline;</p> <p>Explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with;</p> <p>Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours;</p> <p>Explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos;</p>	<p><u>Relationships VIPs -</u></p> <ul style="list-style-type: none"> • discuss how our attitudes impact new friendships being made; • create a plan for being an anonymous friend over the course of a week; • reflect on the different characters in the dares story and discuss the different outcomes for each character; • work together to create a role play about positive resolution techniques; • create a poster with ideas to help someone who is being bullied 	<p><u>Health and Wellbeing Safety First</u></p> <ul style="list-style-type: none"> • discuss things they can do independently that they used to need help with; • describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • list some of the dangers we face when we use the road; • describe drugs, cigarettes and alcohol in basic terms; 	<p><u>Relationships TEAM</u></p> <ul style="list-style-type: none"> • demonstrate successful teamwork skills; • disagree respectfully; • reflect on their own collaborative working skills; • make compromises; • demonstrate ways to care for others within the team; • discuss the importance and consequences of carrying out shared responsibilities within the class team.

			Explain how someone can get help if they are having problems and identify when to tell a trusted adult.			
<u>Year Five</u>	<p><u>Health and Wellbeing Aiming High</u></p> <p>identify skills and attributes that are useful in many roles;</p> <ul style="list-style-type: none"> • identify their preferred learning style; • identify potential barriers to success; • identify opportunities that might be available to them in the future; • identify and challenge stereotypes; • explain what is meant by innovation and enterprise; • discuss goals they could set to work towards their ambitions; • understand the different roles within a team; 	<p><u>Health and Wellbeing It's My Body</u></p> <ul style="list-style-type: none"> • define consent and autonomy; • identify the implications of not getting enough sleep; • understand why they need to change some of their habits and routines as they get older; • identify where the pressure to try harmful substances might come from; • understand that many images seen in the media are artificially enhanced; • identify some factors that influence the choices they make about their bodies; • understand that the choices they make about their bodies have consequences. 	<p><u>Living in the Wider World Diverse Britain</u></p> <ul style="list-style-type: none"> • identify ways of showing respect to people of all faiths and ethnicities; • explain what it means to belong to a community; • identify how laws help them; • discuss local government in relation to democracy and human rights; • discuss national government in relation to democracy and human rights; • discuss challenges many people face and how some people overcome these. • identify how charities and voluntary groups help meet the needs of all people in the community. 	<p><u>Relationships Friends Resilience</u></p> <ul style="list-style-type: none"> • Link emotions with different feelings on our bodies; • understand how our thoughts and feelings are connected; • understand a basic brain model; • Identify helpful and unhelpful thoughts for particular situations; • Learn how to create coping step plans; • Understand how we learn from our role models and support team, knowing how to use the FRIENDS skills to help ourselves and others. 	<p><u>Living in the Wider World Money Matters</u></p> <p>discuss reasons people take financial risks;</p> <ul style="list-style-type: none"> • discuss why advertisers try to influence us; • talk about how to be a 'critical consumer'; • identify how we can compare the value for money of different products; • discuss how we can make a budget; • consider why people borrow money and get into debt; • explain what tax is and the ways we pay it. 	<p><u>Relationships Growing Up</u></p> <ul style="list-style-type: none"> • explain what the male and female reproductive body parts are for; • discuss ways in which people can deal with or overcome emotions experienced during puberty; • show respect for the differences between different families; • describe the different types of relationships that exist, without prejudice; • show an awareness of myths surrounding pregnancy and birth; • describe the conception and birth of a baby, using some scientific vocabulary.
<u>Year Six</u>	<p><u>Health and Wellbeing Think Positive</u></p> <p>talk about their thoughts, feelings and behaviours;</p> <ul style="list-style-type: none"> • identify unhelpful and helpful thoughts; • suggest outcomes linked to certain thoughts, feelings and actions; • discuss ways in which positive thinking can be beneficial; • identify and discuss uncomfortable emotions; 	<p><u>Health and Wellbeing Safety First</u></p> <ul style="list-style-type: none"> • describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • recall the number to dial in an emergency; 	<p><u>Relationships VIPs</u></p> <ul style="list-style-type: none"> • create a list to show different ways we can care for our VIPs; • show a calming technique on a poster; • discuss how a disagreement could either be avoided or handled; • write and explain what to do when feeling pressured; 	<p><u>Living in the wider world - Digital literacy and resilience</u> - Project Evolve unit - either Health, wellbeing and lifestyle OR Self-image and identity based on the needs of the children.</p>	<p><u>Living in the Wider World One World</u></p> <p>Explain how to be a responsible global citizen; Describe what can be done to prevent global warming from getting worse; Explain how energy use can be changed to help the environment; Detail the responsible use of water;</p>	<p><u>Relationships Growing Up</u></p> <p>Explain how to look after their bodies during puberty; Name some ways to cope with new or difficult emotions; Describe some of the ways in which the media fuels the perfect body; Describe the different types of loving relationships that exist;</p>

	<ul style="list-style-type: none">• identify common choices we have to make in life;• use basic mindfulness techniques, when guided;• describe what makes a good learner.		<ul style="list-style-type: none">• identify and discuss which secrets are OK to keep and which need to be shared;• identify healthy and unhealthy relationships.		Understand the importance of biodiversity; Describe the impact of their choices for people and places across the world.	Explain the laws around sexual relationships; Explain what contraception is, how it is used and what it is used for'; Use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation; Use scientific vocabulary to accurately explain how babies are made and how they are born; Describe the process from contraception to birth and the needs of the foetus.
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