# Whole School Life Skills Curriculum

# Mulberry

| Half Term | Theme | Key Learning |
|---|---|---|
| **Autumn 1** | Starting School and Belonging | • Getting to know our classroom and school<br>• Learning class routines and expectations<br>• Understanding school rules and why they help us<br>• Identifying trusted adults in school<br>• Making friends and including others in play<br>• Sharing, turn-taking and kindness<br>• Recognising and naming basic feelings (happy, sad, worried, excited, angry)<br>• Beginning to talk about what makes us special |
| **Autumn 2** | Families, Friendships and Celebrations | • Understanding different types of families<br>• Knowing who cares for us and helps us<br>• Exploring similarities and differences between families<br>• Developing positive friendships<br>• Solving simple friendship problems<br>• Celebrating special events and traditions<br>• Showing respect for different beliefs and lifestyles<br>• Understanding how our actions affect others' feelings |
| **Spring 1** | My Community and People Who Help Us | • Understanding what a community is<br>• Exploring roles of people who help us (doctors, nurses, police, firefighters, teachers, etc.)<br>• Learning how to ask for help<br>• Caring for animals and living things<br>• Looking after our classroom and school environment<br>• Understanding simple responsibilities<br>• Recognising how everyone contributes to a community |
| **Spring 2** | Keeping Safe Online and Offline | • Understanding safe and unsafe situations<br>• Learning how rules keep us safe<br>• Knowing when and how to ask for help<br>• Understanding private body parts using correct vocabulary<br>• Learning about consent through everyday situations (sharing, hugs, games)<br>• Safe use of technology and devices<br>• Knowing what to do if something online worries us<br>• Understanding that some information should stay private |
| **Summer 1** | Healthy Bodies, Healthy Minds | • Understanding what keeps our bodies healthy<br>• Healthy eating and drinking<br>• Physical activity and exercise<br>• Personal hygiene routines (washing hands, brushing teeth)<br>• Sleep and rest<br>• Recognising feelings and how they affect our bodies<br>• Strategies for calming down and managing emotions<br>• Identifying people who help us stay healthy |
| **Summer 2** | Growing, Changing and Moving On | • Recognising how we have changed since we were babies<br>• Celebrating achievements and strengths<br>• Understanding that everyone grows and develops<br>• Reflecting on what we can do now that we couldn't do before<br>• Managing change and transition<br>• Preparing for the next class<br>• Talking about worries and excitement for the future<br>• Building confidence and resilience |

# Apple

| Half Term | Theme | Key Learning |
|---|---|---|
| **Autumn 1** | Friendships and Positive Relationships | • What makes a good friend<br>• Kindness, honesty and listening<br>• Different ways people make friends<br>• Including others in play and activities<br>• Recognising loneliness and knowing how to seek help<br>• Understanding causes of disagreements<br>• Resolving friendship problems positively |
| **Autumn 2** | Respecting Ourselves and Others | • Recognising similarities and differences<br>• Working and playing cooperatively<br>• Listening respectfully to others<br>• Sharing opinions appropriately<br>• Understanding fairness and inclusion<br>• Appreciating differences within the class and wider community |
| **Spring 1** | Belonging to a Community | • Understanding different groups and communities<br>• Roles and responsibilities within groups<br>• People who help the local community<br>• Understanding equality and inclusion<br>• Rights and responsibilities in school and beyond<br>• Recognising how communities support people |
| **Spring 2** | Online Life and Digital Safety | • Different ways people access the internet<br>• Benefits of using technology<br>• Using the internet safely for learning and fun<br>• Understanding that not everything online is true<br>• Recognising altered images and information<br>• Knowing who to tell if something online worries them |
| **Summer 1** | Healthy Bodies and Healthy Minds | • Healthy and unhealthy choices<br>• Exercise, sleep and healthy routines<br>• Dental health and hygiene<br>• Medicines, vaccinations and staying healthy<br>• Recognising and managing feelings<br>• Coping with change, loss and bereavement<br>• Knowing when and how to ask for help |
| **Summer 2** | Growing, Changing and Keeping Safe | • Understanding the human life cycle<br>• How people grow and change<br>• New responsibilities as we get older<br>• Preparing for the next class<br>• Identifying risks in everyday situations<br>• Road, rail, water and home safety<br>• Emergency situations and contacting 999<br>• Understanding who keeps us safe |

# Cherry

| Half Term | Theme | Key Learning |
|---|---|---|
| **Autumn 1** | Families, Friendships and Belonging | • Understanding different family structures and the support families provide<br>• Recognising healthy friendships based on trust, respect and shared interests<br>• Exploring ways to build and maintain positive friendships<br>• Understanding how people care for and support one another<br>• Knowing where to seek help if relationships cause worry or unhappiness<br>• Recognising loneliness and exclusion and how to support others |
| **Autumn 2** | Respect, Diversity and Identity | • Understanding self-respect and respect for others<br>• Recognising similarities and differences between people<br>• Exploring race, faith, culture, gender and personal identity<br>• Understanding respectful behaviour in different situations<br>• Learning vocabulary to discuss differences sensitively<br>• Recognising strengths, interests and achievements that contribute to identity |
| **Spring 1** | Communities and Caring for Our World | • Understanding shared responsibility within communities<br>• Showing compassion towards others in need<br>• Caring for animals and the environment<br>• Exploring how everyday choices affect the environment<br>• Understanding resources and fairness<br>• Developing informed opinions about environmental issues |
| **Spring 2** | Digital Life and Safe Relationships | • Understanding privacy and personal boundaries online and offline<br>• Learning what is appropriate to share<br>• Understanding digital footprints<br>• Recognising reliable and unreliable online content<br>• Understanding online advertising<br>• Recognising bullying, including cyberbullying<br>• Knowing how to report concerns and seek help |
| **Summer 1** | Healthy Bodies and Healthy Minds | • Understanding balanced diets and healthy lifestyles<br>• Exploring the impact of exercise on physical and mental health<br>• Understanding habits and routines<br>• Recognising factors that affect feelings<br>• Identifying and expressing emotions appropriately<br>• Recognising signs of physical illness<br>• Understanding how common illnesses are treated |
| **Summer 2** | Growing, Risk and Staying Safe | • Understanding personal growth and self-worth<br>• Managing setbacks and challenges positively<br>• Understanding positive and negative risk-taking<br>• Identifying hazards and managing risks<br>• Road, rail, water and fire safety<br>• Emergency situations and contacting emergency services<br>• Basic first aid awareness<br>• Taking increasing responsibility for personal safety |

# Horse Chestnut

| Half Term | Theme | Key Learning | Vocabulary |
|---|---|---|---|
| **Autumn 1** | Healthy Friendships and Relationships | • Understanding the features of healthy friendships<br>• Exploring peer influence and peer approval<br>• Learning strategies to manage pressure from others<br>• Recognising when friendships become unhealthy<br>• Resolving conflict respectfully<br>• Understanding safe online communication and relationships<br>• Knowing how to seek support for friendship concerns | friendship, peer influence, peer pressure, approval, respect, conflict, resolve, assertive, inclusion, online communication, support, boundaries |
| **Autumn 2** | Safe Relationships, Consent and Respect | • Understanding acceptable and unacceptable physical contact<br>• Learning about consent and permission<br>• Recognising uncomfortable situations and responding appropriately<br>• Understanding secrets, confidence and safeguarding<br>• Recognising online risks and harmful contact<br>• Understanding discrimination and its impact<br>• Learning how to challenge discrimination safely | consent, permission, boundaries, physical contact, discrimination, equality, prejudice, racism, sexism, homophobia, confidence, safeguarding, respect |
| **Spring 1** | Rights, Responsibilities and Communities | • Understanding communities and why they matter<br>• Exploring rules, laws and their purpose<br>• Understanding human rights and children's rights<br>• Recognising responsibilities that accompany rights<br>• Understanding fairness and justice within society | community, law, rights, responsibility, justice, fairness, democracy, equality, citizen, society, human rights |
| **Spring 2** | Digital Life, Media and Future Aspirations | • Understanding different types of media and their purposes<br>• Evaluating online information and search results<br>• Recognising bias, stereotypes and persuasive content<br>• Understanding how devices collect and share information<br>• Exploring future careers and aspirations<br>• Challenging workplace stereotypes<br>• Understanding different routes into employment | media, bias, stereotype, reliable, source, advert, opinion, fact, aspiration, ambition, career, apprenticeship, university, diversity |
| **Summer 1** | Health, Wellbeing and Lifestyle Choices | • Understanding healthy lifestyles and balanced routines<br>• Exploring sleep, exercise and wellbeing<br>• Understanding bacteria, viruses and disease prevention<br>• Managing online and offline balance<br>• Maintaining dental health and hygiene<br>• Understanding the benefits of outdoor activity and sun safety | wellbeing, lifestyle, bacteria, virus, hygiene, immunity, exercise, sleep, balance, dental health, online habits, wellbeing, prevention |
| **Summer 2** | Growing Up, Risk and Personal Safety | • Understanding increasing independence and responsibility as they get older<br>• Recognising risks associated with medicines and household products<br>• Understanding what drugs are and how medicines can help people when used correctly<br>• Recognising the risks associated with smoking, vaping and alcohol<br>• Understanding that habits can be difficult to break<br>• Knowing where to seek help and advice<br>• Developing confidence to make safe choices<br>• Preparing for increasing responsibilities as they move through school | independence, responsibility, medicine, drug, risk, habit, addiction, vaping, alcohol, smoking, decision, influence, wellbeing, advice, support |

# Oak

| Half Term | Theme | Key Learning |
|---|---|---|
| **Autumn 1** | Healthy Relationships, Identity and Influence | • Understanding healthy and unhealthy relationships<br>• Recognising positive and negative influences<br>• Understanding the link between values and behaviour<br>• Being a positive role model<br>• Managing conflict respectfully<br>• Recognising pressure from peers and others<br>• Understanding how identity develops over time |
| **Autumn 2** | Rights, Respect and Equality | • Understanding rights and responsibilities in society<br>• Exploring equality, diversity and inclusion<br>• Challenging stereotypes and prejudice<br>• Respecting differing viewpoints<br>• Constructively disagreeing and debating respectfully<br>• Understanding how discrimination affects individuals and communities |
| **Spring 1** | Digital Citizenship and Online Safety | • Protecting personal information online<br>• Understanding digital footprints<br>• Evaluating online information and media<br>• Recognising manipulation, scams and misinformation<br>• Understanding the impact of sharing images and content<br>• Reporting concerns and seeking support online<br>• Understanding age restrictions and why they exist |
| **Spring 2** | Personal Safety, Boundaries and Speaking Up | • Understanding personal boundaries and privacy<br>• Recognising appropriate and inappropriate behaviour<br>• Understanding body autonomy and personal rights<br>• Recognising situations that feel unsafe or uncomfortable<br>• Developing confidence to speak up and seek help<br>• Understanding how to report concerns about themselves or others<br>• Knowing that everyone has the right to feel safe and respected |
| **Summer 1** | Money, Enterprise and Consumer Awareness | • Understanding the role of money in people's lives<br>• Exploring attitudes towards money and spending<br>• Understanding value for money<br>• Recognising advertising and persuasive techniques<br>• Exploring financial risks including scams, fraud and gambling<br>• Understanding how financial decisions affect wellbeing<br>• Knowing where to seek help and advice |
| **Summer 2** | Health, Risk and Preparing for the Future | • Understanding physical and mental wellbeing<br>• Recognising healthy and unhealthy coping strategies<br>• Understanding the risks associated with medicines, alcohol, smoking and vaping<br>• Exploring how media influences health choices<br>• Developing resilience and independence<br>• Preparing for increased responsibility and transition<br>• Knowing where to access reliable support and information |

# Relationships and Sex Education (RSE) Overview

| Year Group | Content | Delivery Model | Statutory/Non-Statutory |
|---|---|---|---|
| **Year 5** | Physical and emotional changes during puberty, personal hygiene, menstruation, erections, wet dreams, body changes, managing change and seeking support | Dedicated Year 5 and Year 6 joint puberty sessions | Statutory Health Education |
| **Year 6** | Consolidation of puberty learning, human reproduction, pregnancy and birth, preparing for adolescence and secondary school | Dedicated Year 6 RSE sessions | Primary Sex Education (school curriculum) |
| **All Year Groups** | Families, friendships, healthy relationships, respect, consent, boundaries, privacy, online safety, seeking help, safeguarding and wellbeing | Through the Life Skills curriculum | Statutory Relationships and Health Education |