



IGNITE INNOVATE INSPIRE

Policy for Life Skills

Updated November 2025

“Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.” *Barack Obama, Former US President*

Curriculum Vision: Why we teach this Lifeskills curriculum

At Monkhouse, we believe all children will be ambitious, courageous, resilient, respectful and kind so that they fulfil their unique potential and become active members of the wider global community. We believe that holding values and developing Lifeskills are a crucial part of becoming members of the community and these form a core part of our curriculum. We aim to develop children who understand their place in the world, its history and its future; children who understand how to keep themselves safe and protect others; children that are respectful and show British Values; children that can be critical and think differently.

What we teach in our Lifeskills curriculum

At Monkhouse, we provide a broad, balanced and progressive Lifeskills curriculum which is integrated into other areas of our children’s learning where appropriate. We aim to ignite a passion for learning and explore Lifeskills in real life experiences with children to allow them to become self-aware and confident contributors to our wider society. In Lifeskills, our curriculum is designed to allow the children to learn about ‘being my best self’. This mantra is an underlying feature of lessons and is planned for in order to allow curriculum links to be made and to promote critical thinking about how current learning fits within people’s lives. This helps children to develop an awareness of their position in the world and actively link their knowledge across the curriculum. Our curriculum is broken down into six sections (Emotional Wellbeing, Physical Wellbeing, Safety and First Aid, Discrimination and Values, Relationships, British Values and Understanding our place in the world) and these strands specifically focus on how to create a healthy life for themselves and those around them; our curriculum includes topical and relevant information from various agencies and bodies. Safety is further broken down into different types of safety, including safety online. Alongside this, we teach our 5 core school values to support children to become Ambitious, Courageous, Resilient, Respectful and Kind. In our relationships education, children are taught a broad range of areas from our lifeskills curriculum. We teach about loving, respectful and healthy relationships. This covers family and friendships. Children are taught about their body being private and how to protect themselves alongside the concept of everyday issues such as sexism, misogyny, homophobia and sex stereotypes etc. These are taught at age appropriate levels, with the concept of consent and potential harmful behaviours taught when appropriate in upper KS2. See our Relationships and Sex policy for more information on this area.

See Appendix A for a complete overview of our lifeskills curriculum

How we teach our Life Skills curriculum

In the Early Years Foundation Stage, educators will prepare children for their future primary curriculum through the prime area of Personal, Social and Emotional Development. The prime area of PSED focuses on; Self confidence and Self Awareness; Managing Feelings and Behaviour and Making Relationships. PSED supports children to learn to get on with others and make friends, understand and talk about feelings, learning about 'right' and 'wrong', developing their early independence and beginning to understand what makes them feel good about themselves. At Monkhouse, we understand that Children's early PSED can have a huge impact on their later well being, learning achievement and economic success. Therefore, we ensure that PSED does not happen in isolation and forms part of our daily classroom practice, routines and environment. For example; we encourage children to recognise, talk and manage their feelings, we provide opportunities to develop social skills and turn-taking through play and provide a supportive environment that builds resilience through developing a growth mind-set and acceptance that it is okay to make mistakes as we learn from them. While independence is promoted through an enabling environment, such as: easily accessible tools and craft materials and encouraging children to put on, take off and hang up their own aprons and coats.

Through each project in KS1 and KS2, the children are able to explore the world around them in engaging and innovative ways, seeing how and where Lifeskills learning and behaviours have an impact on the wider world. Children are given the opportunity to explore key skills within project learning and some Lifeskills knowledge and skills are taught through discrete learning sessions to ensure coverage and progression in children's understanding. The health and relationships statutory curriculum, which came into effect from September 2020, allowed us to plan a series of relationship lessons that are progressive across each year group. We ensure the statutory SRE curriculum for Year 5 and Year 6 children is taught explicitly in the Summer term. Keeping Children Safe in Education is reflected throughout our curriculum and children are taught about aspects of this in a progressive way across the school.

To enhance the curriculum teaching, iPads are used in a range of forms to complement the Lifeskills curriculum. Children use ICT to research, record and present information in digital forms e.g. Pic collage, Book creator, Keynote and iMovies and Floorbooks. These forums also allow for the content that the Lifeskills curriculum brings in each year group to be shared on a wider scale depending on the messages and skills being promoted. Children will also be involved in weekly Collective Worship sessions where we focus on individual strands of our Lifeskills curriculum in an open discussion; this is predominantly focussed around online safety. This links conversations and ideas and enhances previously taught skills through a relaxed and open environment. The Floorbook forms a bank of conversations, practical tasks and images that reflect the work in class. Our school takes part in the Commando Joe programme, which is designed to fit with our school values and develop children's core skills. These sessions are delivered around missions and linked to explorers or important people through history. They are often in addition to Lifeskills lessons, which develop children in a practical and challenging way.

Assessment and Monitoring

The teaching of Relationships and Health within the Life Skills curriculum became statutory for primary aged children from September 2020. We will use SOLO assessment for both areas in line with the assessment of other foundation curriculum subjects across KS1 and KS2 alongside the development of Knowledge Organisers to inform curriculum planning for Health and Relationships.

At the end of each term, the subject leader provides feedback to the SLT through a subject leader report. This includes evidence seen in books and details actions for the coming term based on the analysis. Where necessary, staff support and CPD is delivered on the outcomes of this monitoring.

Participation - Community School, Local, Regional, National and Global

At Monkhouse, we recognise the importance of Community links to both the pupils, parents and the wider community. We hope to inspire the children to become involved in issues that affect their local, national and global community, igniting a collective responsibility in their actions and the impact it can have on them and others. We do this by providing children opportunities to talk about and act on issues that impact on them or other people e.g. supporting charities, taking part in community events and taking active responsibility for their actions. We are proud of our children's commitment to helping each other and often putting others feelings and well-being at the forefront of their actions.

Extra Curricular

At Monkhouse, we offer a range of extra curricular activities to support and enrich learning in school. Over the course of the year, we offer opportunities for children to work collaboratively on Lifeskills projects both in school and with our wider collaborative group of schools. The children can be a Pupil Leader or an Eco Warrior and in both roles, they have the opportunity to have an impact on issues locally and internationally. Children are provided with the opportunity to work with other year groups through our school houses and perform to a school, family or community audience at events that welcome our local community into school.

INVOLVEMENT WITH EXTERNAL AGENCIES

At Monkhouse, we work closely alongside the Health and Wellbeing advisor for the Local Authority to promote and build upon the teaching of Lifeskills in our school. We work alongside the advisor to maintain our Healthy School status, which we are committed to holding year on year. A variety of agencies are invited in to enhance the delivery of our curriculum, such as NSPCC, Show Racism the Red Card, HMD, World of Work, The Cat and Dog Shelter, WaterAid, Road Safety and the RNLI.

We work with 'Our School Nurse' provide support and advice in specific situations and when required

Appendix A

Life Skills Curriculum Document

What to teach when?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Things to cover over the year within project
Wellbeing - mental	Safety and first aid	Discrimination and Values	Wellbeing - physical	Relationships	British Values	Understanding our place in the world - eco and careers

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	What are emotions?	How do you keep yourself safe?	Emotions	Recognising emotions	Helping with emotions?	How do you teach the skill of competition?	How do you teach conflict resolution?
Reception	<ul style="list-style-type: none"> - Across the year, and in addition to the provision below, incidental opportunities will be taken to develop children's understanding of the emotions of themselves and others; to develop children's confidence and feelings of self-worth; to support children in developing positive relationships and regulating their own emotions and behaviour. - Begin to follow wider school routines and expectations, such as participating appropriately in assemblies. - Begin to understand and demonstrate good hygiene practices, including handwashing and food preparation. - Begin to work cooperatively in pairs to complete simple challenges. - Begin to perform confidently to an audience during simple, adult-led presentations (e.g. storytelling, talk for writing). - Begin to recognise and respond appropriately to social cues in familiar group settings (e.g. knowing when it is time to listen or speak during carpet time). - Begin to express opinions about what they like or do not like and explaining why e.g art, music etc - Form positive relationships with adults and peers. - Begin to recognise emotions and feelings - Begin to understand personal safety and body confidence using PANTS rule 						
Year 1	5 point feeling scale	PANTS	Know what mental wellbeing is and that everyone has a range of emotions	How can you promote positive mental health? Know it is good to talk about emotions	Explore a range of self help techniques	How do you teach the skill of competition?	What is conflict and simple scenarios (include scenarios where sometimes there needs to be a mutual agreement if a resolution can't be found).
Year 2	5 point feeling scale and strategies	PANTS	Understand how others have different feelings to me	Good mental health is part of overall well being What activities are good for mental health	Explore emotions and how these make you feel (nervous, jealous etc.)	How do you teach the skill of competition?	Conflict resolution Personal conflict What is conflict? Scenarios / acting out

							scenarios to reflect on resolution or putting on a play - how has it been resolved?
Year 3	5 point feeling scale and strategies	PANTS	Understand that mental wellbeing can impact anyone in different ways	What is self esteem and how you can change this	Understand emotions, we all feel a range, the importance of talking about emotions	How do you teach the skill of competition?	Conflict resolution Conflict in the local area - your country Local protests, strikes - discuss the impact and challenges in resolution
Year 4	5 point feeling scale and strategies	PANTS	How people react differently do different emotions and make choices around what impacts your mental health	How others can impact self esteem and what can i do to develop this in myself and others	How do actions impact others and their self esteem	How do you teach the skill of competition?	Conflict resolution Government and how conflict is resolved What conflicts have happened in the UK or world - have they always been resolved?
Year 5	5 point feeling scale and strategies	PANTS	Know why self esteem is important to yourself and others. How	How do emotions affect our behaviour	Recognise a variety of activities promote mental health and the importance of try	How do you teach the skill of competition?	Conflict resolution International conflict around

			actions can impact this		ing new things		the world - what to do when there is no obvious resolution? Actions and reactions
Year 6	5 point feeling scale and strategies	PANTS	How do words and actions impact on others' feelings	Understand different mental health conditions The need to be yourself and how not to conform to social pressures (online etc)	How do emotions change due to puberty and how you may feel different as you grow up	How do you teach the skill of competition?	Conflict resolution International conflict around the world - what to do when there is no obvious resolution?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reception	<ul style="list-style-type: none"> - Follow wider school routines and expectations more independently, including participation in assemblies. - Articulate and demonstrate teeth cleaning as part of daily hygiene routines. - Continue to articulate and demonstrate handwashing and safe food preparation. - Work cooperatively and persistently in pairs to complete increasingly complex challenges. - Perform confidently to an audience in adult-structured presentations (e.g. talk for writing, nativity). - Know when to listen and when to talk in familiar group situations. - Demonstrate safe and responsible use of technology by only accessing approved apps and websites when directed. - Know who to ask for help when needed. - Know how to dial 999 and explain clearly what has happened in an emergency. - Understand simple emotions and feelings and begin to understand strategies to support emotions 					
Year 1	Who are trusted adults and how do we recognise them *PoEd	Recognise dangers in and out of the home	Handling dangerous equipment Cuts and recovery position	How can i keep safe in new paces *PoEd	Know who to call in an emergency and what information is needed	Water safety and RNLI
Year 2	How can I keep safe online? *PoEd	How can I speak up? *PoEd	What is safe and unsafe at home Electrical safety	Why first aid is important and how it can save lives? (Basic first aid - e.g. bleeding, choking, burns etc.)	Recognise potential dangers in certain situations and how to make yourselves safe	What to do if someone is unresponsive Calling the emergency services
Year 3	What do we mean by risk? *PoEd	What are emergency services? *PoEd	Who can help you outside of the home if you feel unsafe	Road safety	Road safety	Metro safety
Year 4	How can we keep safe on the road? *PoEd	How can we keep our things safe? *PoEd	What is personal hygiene and what affects this	Know who you can speak to for	Recap on first aid and 999	Understand how to keep yourself safe in

				a range of advice		the sun and the effects of sun damage to your skin
Year 5	How can we use our phones sensibly? *PoEd	How can I share my worries? *PoEd	How to help someone in an emergency incident	Calling 999, what details do you need and keeping someone calm	What are the defibrillators that you see around and how are they used	Water safety
Year 6	What is spiking? *PoEd	What is the issue with addiction? *PoEd	How increased independence can bring increased risk and what this is	Understand drugs and substances that are harmful for your body	Understand peer pressure (link to vaping) Pol Ed - check passport section.	Road safety / scenarios based on what already taught

Spring 1 - Discrimination and Values

Overview of PSHE objectives to be taught for progression in Racism and Homophobia

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	School values and conflict resolution	What makes me unique?	How do other families compare to mine? (Homophobia) (Relationship vocab)	How do I show respect to someone who looks different to me? (Racial vocab)	Are there things I can't do because of who I am? (Stereotypes)	How do I show respect to boys and girls? (Sexism)
Reception	<ul style="list-style-type: none"> - Follow wider school routines and expectations, such as participation in assemblies. - Articulate what makes a healthy snack or treat and understand the importance of healthy choices. - Secure and follow agreed rules for conversational turn-taking in both small and large groups. - Formulate simple problem-solving approaches, articulate their thinking, and respond to others. - Articulate and demonstrate effective teeth cleaning. - Demonstrate proper handwashing and safe food preparation skills. - Work cooperatively in pairs to succeed in a challenge. - Perform confidently to an audience in structured presentations (e.g. talk for writing). - Know when to listen and when to talk in group settings. - Talk about what they like or do not like and explaining why e.g art, music etc 					
Year 1	Sorting values and ranking them Disagreements and how to resolve this	- Lesson summary: Who am I? - Know what you like about yourself and what makes you special Protected characteristics	- Families look different - Everyone welcome - C Beebies-differences in people Vocab: same sex families, different families, respect	- Understand correct racial terminology and how everyone is different Vocab: race	- Understand what a stereotype is and how to challenge this Vocab: culture	- Understand how to respect others (friends, secrets and people who can help us) Lesson summary: We are all responsible - Lesson summary: Same or Different
Year 2	School values and conflict resolution	- Recognise and respect the similarities and differences between people Note - begin by drawing similarities and differences between themselves and others within class	- Understand that families are not always man and woman. - Introduce formal terms (gay, lesbian) and how	- Use racial terminology correctly (why it is important to use it) and understand how a community is made of people of different races, types of family and viewpoints	- Understand how to respect different genders, careers and look at the assumptions we make on what we see Protected characteristics Vocab: community, assumption	- Understand how to respect different genders, careers and look at the assumptions we make on what we see Protected characteristics

		<ul style="list-style-type: none"> - Understand that it is our differences that make us special <p>Protected characteristics Vocab: individual liberties</p>	<p>families are different</p> <ul style="list-style-type: none"> - The Family Book by Todd Parr, lesson plan, presentation <p>Vocab: gay, lesbian, gender</p>			
Year 3	School values and conflict resolution	<ul style="list-style-type: none"> - Recognise and respect the similarities and differences between people, their friends, relatives and families <p>Protected characteristics Vocab: personal</p>	<ul style="list-style-type: none"> - Understand correct terminology and homophobic, discriminatory or prejudicial language and behaviour and how to challenge this <p>Primary stars - No Room for Racism - Racism and Inclusion</p> <p>Vocab: tolerance, homophobic and prejudicial language, discrimination</p>	<ul style="list-style-type: none"> - Use racial terminology correctly and understand tolerance and different culture <p>Vocab: ethnicity, diversity</p>	<ul style="list-style-type: none"> - Recognise different forms of stereotypes and the impact this can have - Understand how to respect others <p>Primary stars -No Room for Racism - Stereotyping</p>	<ul style="list-style-type: none"> - Understand that people are different (the way they look and act) and different cultures - Protected characteristics
Year 4	School values and conflict resolution	<ul style="list-style-type: none"> - Recognise and respect the similarities and differences between people and begin to respond positively to these differences. 	<ul style="list-style-type: none"> - Understand the correct terminology and homophobic 	<ul style="list-style-type: none"> - Use racial terminology correctly, understand 	<ul style="list-style-type: none"> - Understand stereotypes in the workplace and sexism 	<ul style="list-style-type: none"> - Respectful Relationships <p>Protected characteristics</p>

		Protected characteristics	or prejudicial language and behaviour and how to challenge this. Primary stars - No Room for Racism - youth voices Vocab: anti-discriminatory	and challenge stereotypes		
Year 5	School values and conflict resolution	- Understand that your quirks are what make you special and to be proud of yourself and your body Protected characteristics	- Understand a wider range of acceptable terminology and homophobic or prejudicial language - To explore and understand bullying and homophobia Primary stars - No Room for Racism - Jamie Johnson	- - Use racial terminology correctly and understand what constitutes racism - - Look at how racism has impact the world and past events (Segregation, Holocaust etc) - - Vocab: racism, Holocaust, war crimes, genocide, global impact	- To recognise the many ways people are different and how to treat everyone respectfully - Stephen hawking - Hidden figures - segregation - Ellie Simmons	- Look at sexism and what this has looked like over time - Recognise how sexism can impact people's lives - Protected characteristics Vocab: sexism, legacy
Year 6	School values and conflict resolution	- Recognise how to be positive about yourself and how to promote positive self esteem Protected characteristics	- Understand a wider range of acceptable terminology (including	- show racism the red card - Understand a wider range of acceptable	- Introduce the concept of stigma around being different and disabilities and how to treat people the same	- Recognise different form of sexism and how women's rights have changed over the years

			<p>homophobic, racial, disability or prejudicial language) and behaviour and how to challenge this</p> <p>Vocab: transgender</p> <p>Part 1 LGBTQ+ https://plprimarystars.com/inclusion-has-no-off-season</p> <p>Part 2: Primary stars - no room for racism - allyship https://plprimarystars.com/nrfr-allyship</p>	<p>terminology (including homophobic, racial, disability or prejudicial language) and behaviour and how to challenge this</p> <p>- Understand and discuss current affairs and challenges racism brings and the effect on people</p>		<p>- Understand how women got the vote and different rights</p> <p>Protected characteristics</p> <p>Vocab: global community, causes and consequences</p>
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Spring 2 - Physical Wellbeing

Overview of PSHE objectives to be taught for progression in Racism and Homophobia

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reception	<ul style="list-style-type: none"> - Follow agreed rules and negotiate roles to complete small group tasks. - Choose ingredients appropriate for preparing healthy snacks. - Articulate strategies for solving simple problems. - Show resilience when things go wrong and talk about what they might do differently next time. - Begin to wait appropriately for a turn or for something they want, with low-level adult support. - Begin to give focused attention to adult instructions, even while engaged in an activity. - Understand simple emotions and feelings and understand and use strategies to support emotions with growing independence - Develop understanding of oral hygiene and talk about healthy habits 					
Year 1	Foods that can be healthy and unhealthy - sort these	Recognise exercise is good for the body	Benefits of eating healthy and needing 5 a day	Importance of having active lifestyle	Importance of dental hygiene, how to brush your teeth Hand washing	Importance of keeping safe in the sun and how to do this
Year 2	Understand the eatwell plate and different food types	Understand a wide range of healthy foods and what your body needs (protein, calcium)	Understand a broader range of health benefits from being active	Implications of not practising good dental hygiene	How are germs spread and how can we minimise this	
Year 3	Understand the difference between bacteria and virus and how to stay healthy	Understand the eatwell plate and that it is made up of different food types	Recognise that a healthy body can be all shapes and sizes but exercise is needed to keep you healthy	What is a sugary diet and how can that impact on your teeth	Understand the importance of active lifestyle and how to make active changes outside of exercise	Look at the impact on sun on skin and how to minimise this
Year 4	Understand why personal hygiene is important	Understand calories and how many are recommended in a daily limit	Look at recommended amounts of fats and sugars	Look at more health issues arising from an unhealthy diet	- What are stereotypes and looking at range of body types	Look at different types of exercise and the impact it has on the body
Year 5	Understand a balanced diet (*portion size,	Explore how sudden changes of the body can be sign of illness	Understand BMI and what a healthy meal is	Aerobic and anaerobic exercise and different types	Impact of sleep on your body	What a healthy and active lifestyle looks like

	% of foods, calories)					
Year 6	Understand how to manage personal hygiene	Understand the health benefits of adequate sleep (mobile phone use)	Understand the importance of healthy eating (impact on skin)	Understand how muscle is built and the impact food has on this	Look at diabetes and how sugar impact on diet	Recognise the need to balance different types of exercise to build a healthy body

Summer 1 - Whole School Relationship Focus

Overview of PSHE Sex and Relationships Education (SRE) objectives to be taught by year group.

	Week 1 Terminology PANTS (this is recapped a number of times over the year)	Week 2 Keeping yourself safe Stranger danger/ consent Online safety covered weekly through the curriculum	Week 3 Trusted adult	Week 4 Healthy relationship features - Include different kind of relationships - What families mean	Week 5	Week 6	Week 7 Boundaries - understanding what's right/ wrong
Reception	<ul style="list-style-type: none"> - Engage in more complex and extended turn-taking games. - Begin to interpret a wider range of facial expressions and body language, using extended emotion vocabulary (e.g. frustrated, nervous, excited). - Begin to build strategies for making new friends (e.g. introducing themselves, joining play). - Confidently choose healthy ingredients for snack preparation. 						

	<ul style="list-style-type: none"> - Show confidence in trying new activities, even in unfamiliar settings. - Understand simple emotions and feelings and understand and use strategies to support emotions with growing independence - Develop early understanding of personal safety and body confidence using PANTS rule 						
Year 1	<p>Know and use the correct terminology for the sexual organs</p> <p>Understand body parts that are personal and how to keep yourself safe (PANTS)</p> <p><u>Terminology:</u> <u>Penis,</u> <u>breasts,</u> <u>vagina</u></p>	<p>Understand how to keep yourself safe (stranger danger) and people who can be trusted</p>	<p>Understand which adults at home and in school to speak to if you feel unsafe</p> <p>Understand which strangers you can and cannot trust</p>	<p>Deliver Operation Encompass KS1 Strand 1, activity 1</p> <p>Understand that people are all different and families look different</p> <p><u>Terminology:</u> <u>Same sex families,</u> <u>Different families, race,</u> <u>respect</u></p>	<p>What is bullying *PoIEd</p>	<p>Why are safe hands important *PoIEd</p>	<p>Understand it is not right to keep a secret if it means someone may be unsafe</p> <p>Private, secret, Keeping safe, unsafe</p>
Year 2	<p>Know the correct terminology for the sexual organs and differences</p>	<p>Be able to explain why you have asked an action to stop</p>	<p>Know who trusted adults are and who to speak to should you feel unsafe</p> <p>Recognise different</p>	<p>Understand the wider family and who provides love, security and stability</p> <p>Understand that families are not</p>	<p>What if my friends are making me feel sad? *PoIEd</p>	<p>How do I share family worries? *PoIEd</p>	<p>Importance of friendships, respecting friends and what to do if a friend is unkind</p>

	<p>e between boys and girls</p> <p>Understand and correctly name body parts that are personal and how to keep yourself safe (PANTS)</p> <p><u>Terminology:</u> <u>Penis, breasts, vagina</u></p>		<p>areas where secrets should be shared with trusted adults</p>	<p>always man and woman.</p> <p><u>Terminology:</u> <u>Gay, Lesbian, Assumption, community</u></p>			
Year 3	<p>Understand and correctly name body parts that are personal and how to keep yourself safe (PANTS)</p> <p><u>Terminology:</u> <u>Penis,</u></p>	<p>To be able to discuss with the person why you have asked an action to stop</p>	<p>Understand that there are people outside of the home and school who can help if you feel unsafe</p>	<p>Consider ways families are made and that they are brought together through love (adoption, surrogate etc)</p> <p><u>Terminology:</u> <u>equality, diversity</u></p>	<p>What do we mean about consent in friendships? *PolEd</p>	<p>What is bullying? *PolEd</p>	<p>Understand different boundaries that exist in friendships and families</p> <p><u>Terminology</u> <u>: personal</u></p>

	<u>breasts,</u> <u>vagina</u>						
Year 4	Understand and correctly name body parts that are personal and how to keep yourself safe (PANTS) <u>Terminology:</u> <u>Penis,</u> <u>breasts,</u> <u>vagina</u>	Understand how even in family and friendships, permission still needs to be sought for certain things Understand how to respect through examining violence and responsibilities	Understand the people who you can speak to if you need any advice	Understand family life can have times of difficulty No matter what a family looks like, a stable family is important Understand how to respect through examining violence and responsibilities <u>Terminology to consolidate:</u> equality, diversity	What is peer pressure? *PoEd	How can we include others in friendships and be welcoming towards others	Deliver Operation Encompass KS2 Strand 1, 2, 3, activity 1 Understand physical and emotional signs of being angry. Recognise how some secrets can lead to bad feelings and some secrets should not be kept. <u>Terminology</u> : <u>personal</u>

Year 5	<p>Understand the changes your body goes through in puberty and introduce the menstruation cycle</p> <p>Understand how their body changes during puberty and how this relates to personal hygiene</p> <p>Understand your body and the importance of keeping yourself safe (PANTS)</p>	<p>Understand that abuse comes in many forms and who to speak to if you feel unsafe</p> <p>To begin to recognise potential dangers in different situations and know how to make them and yourself safe</p>	Know who to talk to about self esteem	<p>Understand the importance of sharing others' lives and spending time together as families</p> <p>How to build on good relationships and what makes a good relationship</p> <p>Look at sexism and what this has looked like over time Recognise how sexism can impact people's lives</p> <p><u>Terminology:</u> <u>sexism</u> <u>consolidate:</u> equality, diversity</p>	What is discrimination ? *PoEd	Recap on body changes - impact of hormones etc during puberty	<p>Understand how to respect through examining secrets and stories</p> <p>Deliver Operation Encompass KS2 Strand 3 activity 2</p> <p><u>Terminology</u> <u>: healthy/</u> <u>unhealthy</u> <u>relationship</u></p>
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	<u>Terminology:</u> <u>Puberty,</u> <u>Menstruation,</u> <u>fallopian tubes,</u> <u>ovaries,</u> <u>ovum ,</u> <u>wet dreams</u>						
Year 6	<p>Puberty body changes</p> <p>Understand and correctly name body parts that are personal and how to keep yourself</p>	<p>Sex - process of making a baby, consent</p> <p>Understand the concept of conception, Sex and healthy relationships.</p> <p><u>Terminology:</u></p>	<p>Trust in relationship</p> <p>Recognise that increased independence brings increased risk and who can help if you feel unsafe</p>	<p>Understand what constitutes a healthy relationship</p> <p>Understand the difference between marriage and civil ceremony</p> <p>Understand the concept</p>	<p>What is grooming? *PolEd</p>	<p>Marriage and civil ceremony - different types of relationships</p>	<p>How to recognise if a relationship is making you feel unsafe and who to contact</p> <p>Understand what constitutes a healthy relationship</p>

	<p>safe (PANTS)</p> <p>Understand the concept of consent and what this entails</p> <p><u>Terminology:</u> <u>impact,</u> <u>Causes and consequences consolidate :</u> Puberty, Menstruation, fallopian tubes, ovaries, ovum , wet dreams, vulva</p>	<p><u>Sexual intercourse, pregnancy, sperm</u></p>		<p>of gender, how some people are transgender and what this means to their lives</p> <p><u>Terminology:</u> <u>transgender</u></p>			<p><u>Terminology</u> <u>: healthy/unhealthy relationship</u></p>
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Summer 2 - Whole School British Values

Overview of Life Skills objectives to be taught for progression in British Values

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
			What are rules and why do we have them?	What is democracy? and what is this like around the world? What does democracy look like in action? Is it always fair?	Individual liberty...	How are our school values like British Values?
Reception	<ul style="list-style-type: none"> - Engage in games where different participants have different roles (e.g. tagger, leader, goalkeeper). - Build and use respectful strategies to challenge undesirable behaviour (e.g. using key phrases, seeking help). - Set and work towards simple, achievable goals. - Wait appropriately for a turn or for something they want, showing increased self-regulation. - Show growing independence in appropriately controlling impulses. - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Work and play cooperatively, taking turns and showing sensitivity to the needs of others. - Explain the reasons for rules and behave accordingly. 					
Year 1	What do the police do? *PoEd Year 1 lesson	Why does age matter? *PoEd Year 2 lesson	What are the rules we have in school? What are the rules we have in our local area? What are the rules in the world and why? What is courtesy and manners	What is democracy? Learn the word, that we are a democratic country and examples of different votes that we may have in our lives	What is individual liberty? Learn about the concept of rights and what rights we have	Compare how our school values tie into British Values
Year 2	Why have different rules in different places? *PoEd	What is 999? *PoEd	Why do we have rules? What would happen without rules? Courtesy and manners	Why do we have democracy? Learn about the concept of free and fair votes	Learn about how individual liberty is the right to believe, act and express yourself freely. What examples do we have of this?	How are our school values going to help us when we grow up? Which ones do we need and why?
Year 3	What is the law and why do we have it? *PoEd	What different types of crime are there? *PoEd	Rules and laws that primary school children should be aware of?	Have we always had a democracy? Look at votes for women, roles of kings and queens.	Does everyone have individual liberty around the world? Compare	Who promotes British Values out of school? Look at role of police, government etc and how the values are

				Fairness of votes.	our country with different countries	enforced and promoted
Year 4	How do we enforce the law? *PoEd	How can we be a responsible citizen? *PoEd	What happens if you break the rules (justice system)?	What has democracy looked like throughout history in this country (clans, chiefs, kings queens etc.)? Is democracy the best way to settle?	Human rights and the rights of a child. Have we always had these? How have these changed our lives?	Look at our school values and if these are applied in the wider context. How can we promote these values?
Year 5	What is shop theft? *PoEd	How to manage money and the costs associated with life	How have rules changed over time? What are rules like across the world?	Look at the role of our parliament. The concept of elections and how MP's are elected to vote for their area.	Individual liberty as free speech - should all speech be free? Is there certain things you can't say and do, why? Introduce the Protected characteristics - equalities act	Look at protest and peaceful protest. Consider the right to protest and why this may be in the context of values
Year 6	Different jobs and qualities needed for these	What is antisocial behaviour? *PoEd	What would society be like without rules?	What are different democracies like around the world and how do our's compare?	Look in more detail at the protected characteristics. How these protect people but also balance with individual liberty.	Are there limits on the right to protest? Look at how change happens in the country and whether you can balance all the British Values