



# LIFE CURRICULUM

**Be the best we can be: committed to making a difference.**

## **CONFIDENT ME!**

### **INTENT - Purpose of Study**

Our bespoke 'Life Curriculum' has been designed to support our children in becoming healthy, independent and responsible members of society. Children understand the importance in taking ownership of keeping themselves physically and mentally safe and the skills to do this.

It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Children are able to keep themselves safe and become confident, compassionate, self assured and able to live a fulfilled life.

### **Implementation**

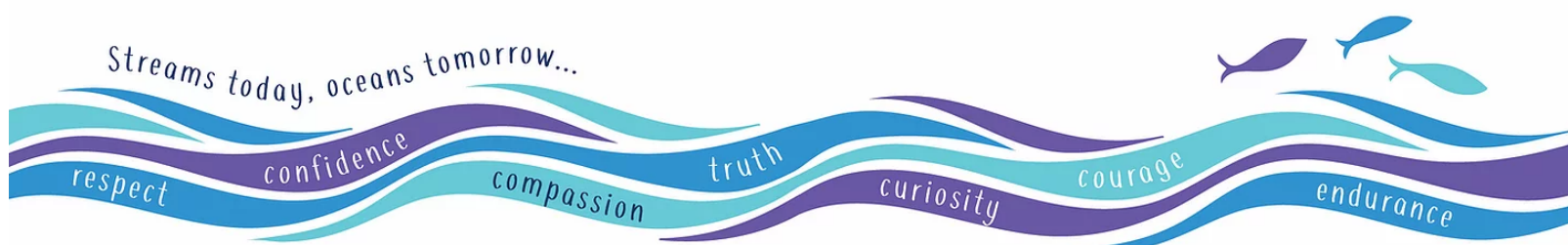
Life Curriculum lessons take place within a two week rolling programme. Open ended questions and discussion provides the basis for all lessons. Where appropriate, the children's learning is recorded in floor books which are used to show how children develop their understanding and opinions as they learn.

Knowledge and skills are built on to encourage children to make good choices and live healthy, safe and balanced lives. They are taught a variety of techniques to develop long lasting, positive mindsets and equip them to manage the highs and lows of everyday life.

### **Impact**

Children understand that we all have physical and mental health, that these are equally important and that everyone has a responsibility to care for themselves and others.

They build a bank of techniques and skills for life that support them to have healthy relationships, be the best they can be and make a positive difference in the world. Children's knowledge is assessed at the end of each unit. Teachers evaluate the extent to which children are able to learn from mistakes, work with others, ask questions and share ideas.



<b>Reception</b>	<b>Key Stage 1</b>	<b>Lower Stage 2</b>	<b>Upper Stage 2</b>
<p>To know who keeps me safe.</p> <p>To know how to stay safe where I live.</p> <p>To recognise feelings and emotions.</p> <p>To understand the school and class rules and understand why these are important.</p> <p>To understand how families are different.</p> <p>To know which parts of my body are private and understand the PANTS Rule.</p> <p>To understand what happens to my body when I exercise.</p>	<p>To know what to do in an emergency.</p> <p>To be able to name emotions and understand what makes me feel that way.</p> <p>To know how we care for our natural environment.</p> <p>To understand the PANTS rule and name parts of the body.</p> <p>To know where babies come from and how my body has changed since I was a baby.</p> <p>To know how to keep my body healthy.</p>	<p>To know how to keep myself and others safe in the local environment.</p> <p>To know what to do in an emergency.</p> <p>To identify my own and others feelings.</p> <p>To understand how I can change the way I feel and practice this.</p> <p>To recognise the importance of rules.</p> <p>To understand my rights and responsibilities.</p> <p>To understand how to stay physically and mentally healthy.</p> <p>To recognise and celebrate difference.</p>	<p>To know how to keep myself safe on a bike.</p> <p>To know the dangers of smoking/ drugs/ alcohol.</p> <p>To know that I am responsible for my own safety.</p> <p>To know that my feelings can change and understand my triggers.</p> <p>To understand peer pressure and what it means for me.</p> <p>To understand the differences between rules and law and how they help me.</p>