

SUBJECT:	Life Skills	YEAR GROUP:	5
PURPOSE OF STUDY			
<p>Life skills are defined as “a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills may be directed toward personal actions or actions toward others, as well as toward actions to change the surrounding environment to make it conducive to health.” according to World Health Organization (WHO). Through real to life, functional learning pupils are supported to develop communication skills, emotional regulation skills, functional skills to allow pupils to have a good quality of life and make independent choices, be a part of the community and support learners to make a successful transition into adulthood.</p>			
THE NATIONAL CURRICULUM FOR LIFE SKILLS AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first aid, for example dealing with common injuries, including head injuries. • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. 		<p>Maths – Time Food tech – food labels, cooking ICT - online research PE - exercise English speaking and listening and writing RSHE self-knowledge, personal safety Maths - phone numbers Literacy - Listening and talking PSHE – Health and well-being, emotional well-being, physical well being</p>	

- Where and how to seek support.
- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- How to recognise if relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.

TOPICS COVERED:

- Social skills and personal organisation
- Self-Advocacy and Food Preparation
- Personal Hygiene and Safety

INTENT OF SUBJECT:

- Pupils will develop skills to engage appropriately and join in with social situations.
- Pupils will develop conversation skills.
- Pupils will develop personal organisation skill such as a weekly schedule of their own lives.
- Pupils will develop personal organisational skills to develop independence.
- Pupils will develop routines and apply these to their own lives.
- Pupils will know about health and hygiene
- Pupils will learn what self-advocacy is and develop skills to be able to self-advocate.
- Pupils will develop strategies to self-regulate
- Pupils will know how to leave voicemails

- Pupils will know how to send an email
- Pupils will develop an understanding of the importance of personal hygiene and how to maintain their own personal hygiene
- Pupils will know how to stay safe

SKILLS OVERVIEW BY HALF TERM:
AUTUMN ONE

- Demonstration of ability to apply skills within context of academy and wider situations.
- To be able to share appropriate information and engage in a conversation with someone new.
- To be able to explain and demonstrate what open and closed posture is.
- To be able to join in with a conversation, interrupting at an appropriate time.
- To be able to wait patiently for their turn in activities.
- To be able to create own schedules and plans for a range of activities.
- To be able to accept 'no' as an answer, understanding why the answer may be 'no' they are given in different scenarios.

AUTUMN TWO

- Creating own daily schedules – use of visual timetables where needed
- Planning own monthly calendars
- Practical modelling of skills
- Keeping a diary of application within home environment
- Peer assessment to improve each other's practice

SPRING ONE
SPRING TWO

<ul style="list-style-type: none"> • To be able to explain what we mean by self-advocacy. • To be able to identify and explain the impact having a disability could have on someone's life. • To be able to identify safe places where people could make new friends. • To be able to identify manners and appropriate ways to make new friends and practice using these. • To be able to explain why we might use a voicemail and how to leave a voicemail. • To be able to role play leaving an appropriate voicemail for a given scenario. • To be able to explain why and how we send an email. • To be able to compose an appropriate email based on a given scenarios to send to someone. 	<ul style="list-style-type: none"> • To be able to identify expiry dates on food and use these to identify whether the food is safe to eat. • Identify ingredients in a range of products, making links to food allergies. • Create shopping lists, research prices to compare them and then use shopping list to purchase food. • To be able to prepare meals for themselves, following a recipe. • To be able to identify and explain food and kitchen safety. • To be able to explain what cross contamination is. • To be able to ensure the kitchen environment is kept safe and clean. • To be able to identify hazards in the kitchen. • To be able to clean dishes after use. • To be able to identify how to store food safely.
SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> • Practical modelling of skills • Keeping a diary of application within home environment • Peer assessment to improve each other's practice • To be able to explain the importance of good personal hygiene. • To be able to explain how to complete different personal hygiene tasks and model doing these. • To be able to identify how to contact medical professionals. • To be able to clearly express ailments to a medical professional. • To be able to take someone's temperature using a thermometer. • To be able to take and record height, weight and know date of birth. • To organize how someone could stick to a medication regime. 	<ul style="list-style-type: none"> • Role play • Recall steps to complete practical tasks • Discuss and communicate verbal understanding • To be able to identify what an emergency is and how to get help. • To be able to identify how to exit their home in an emergency. • To be able to explain how to use an ATM and how to use this safely. • To be able to explain how to keep safe when out in the dark. • To be able to demonstrate basic first aid skills and identify when they may need to get assistance.