

SUBJECT:	Life Skills	YEAR GROUP:	6
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. • Where and how to seek support. 		<p>Cross Curricular links:</p> <ul style="list-style-type: none"> • Maths – Time, timetables, money, collecting data, graphs. • Geography – Map reading, • Science – Keeping healthy, graphs, human body • DT – Food Technology • RSHE – Money and keeping safe, learning about other people’s lifestyles, disabilities. • English – Speaking and listening, discussion skills. 	

- 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
- Out and about
- Self-Advocacy
- Food Preparation
- Personal Hygiene
- Safety

INTENT OF SUBJECT:

Within life skills, pupils will develop skills to support them to live independently. Pupils will develop skills to engage in social situations, including conversation skills, communicating in different ways and awareness of how they can communicate their needs and desires to others. Pupils will develop skills to plan and organise events in their own lives through creating schedules, identifying public services, planning travel and identifying the cost of public transport. Pupils will also develop independent living skills through identifying food and kitchen hygiene, preparing food, shopping for food, seasonal produce and identifying labels on food packaging. As well as food preparation, pupils will develop greater awareness of how they can keep themselves safe, both through caring for themselves through personal hygiene routines, treating common illnesses, basic first aid, identifying and responding to emergencies and seeking medical help when needed.

SKILLS OVERVIEW BY HALF TERM:

AUTUMN ONE	AUTUMN TWO
<ul style="list-style-type: none"> • Apply social skills within context of academy and wider situations. • Identify what information is appropriate to share with new people. • Engage in a conversation with someone new. • Explain what open and close posture is. • Demonstrate open and closed posture. • Join in with a conversation. • Interrupt a conversation at an appropriate time. • Take turns and wait their turn in activities. • Create plans and schedules for activities. • Accept 'no' as an answer. • Understand why 'no' may be the answer in different situations. 	<ul style="list-style-type: none"> • Apply skills to practical situations. • Plan theoretical use of public transport accurately. • Research safely online. • Use the internet to find information about different services. • Develop understanding of money. • Use money in role play and real-life scenarios. • Communication skills. • Planning skills.
SPRING ONE	SPRING TWO
<ul style="list-style-type: none"> • Understand key vocabulary. • Use key vocabulary accurately. • Identify different lifestyles. • Explain the impact different influences can have on someone's life. • Identify safe places in local area. • Communication skills • Social skills • Using different forms of communication • Using technology to communicate • Writing skills 	<ul style="list-style-type: none"> • Food hygiene • Understanding labels on products. • Food preparation. • Storage of food. • Kitchen safety. • Identify hazards and how to reduce risk. • Explain hazards. • Life skills – shopping, cooking, cleaning. • Reading recipes • Measurement.
SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> • Applying skills to practical activities. • Recording information appropriately. • Self and peer assessment. • Explain the importance of hygiene. • Explain how to complete tasks in everyday life. 	<ul style="list-style-type: none"> • Role play • Recall steps to complete practical tasks • Explain steps to complete practical tasks. • Discussion • Explain how to get help when needed.

<ul style="list-style-type: none">• Identify how to contact professionals for support.• Explain needs to professionals clearly and accurately.• Use equipment to collect data and record this – for example temperature, weight, height.• Communication skills.	<ul style="list-style-type: none">• Explain how to stay safe.• Identify how to respond to a range of situations that could occur in daily life.• Identify emergency situations.• Explain what an emergency is.
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