

The Lifeskills Learning Pathway @ Skelton

HEALTH and SAFETY	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Being Safe</p> <p>Know what sorts of boundaries are appropriate in friendships with peers and others.</p> <p>RRS Articles covered 3,13,15,16,17,19</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>RRS Articles covered 24</p> <p>Stranger Danger (stay with an</p>		<p>NSPCC 'Pants'</p> <p>Bonfire Safety</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>The importance of sufficient good quality sleep for good health.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>How to make a clear and efficient to emergency services if necessary.</p>	<p>Fire Safety</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>How to make a clear and efficient to emergency services if necessary.</p>	<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>	<p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>	<p>How to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/ or other sources.</p> <p>The facts and science relating to allergies, immunisation and vaccination.</p> <p>Basic first aid</p>
	<p>Internet Safety/ Online Relationships</p> <p>What is my personal information?</p> <p>How do I go places safely online?</p> <p>Who can I trust if I have a problem?</p> <p>RRS Articles covered 27</p>	<p><u>Internet safety</u></p> <p>What is personal information and how do I keep it private?</p> <p>How do I go places safely online?</p> <p><u>Friendships and relationships</u></p> <p>Who can I trust online?</p> <p>How do I behave respectfully online?</p> <p>Who I can speak to if I have a problem online?</p> <p><u>Media literacy</u></p> <p>What is the internet?</p>	<p><u>Internet safety</u></p> <p>What is personal information and how do I keep it private?</p> <p>How do I go places safely online?</p> <p>How do you connect with others through email?</p> <p><u>Friendships and relationships</u></p> <p>Who should I trust online?</p> <p>How do I behave respectfully online?</p> <p>Who I can speak to if I have a problem online?</p> <p><u>Media literacy</u></p> <p>Can I trust everyone online?</p>	<p><u>Internet safety</u></p> <p>How do I keep personal information private and what strategies can I use to manage requests?</p> <p>How do I write an email?</p> <p><u>Friendships and Relationships</u></p> <p>Are online relationships different from real life relationships?</p> <p>How do I respond to adults online that I do not know?</p> <p>How do I behave respectfully online?</p> <p><u>Managing hurtful behaviour online</u></p> <p>How do I report unacceptable behaviour?</p> <p>What is an appropriate online relationship?</p> <p><u>Media literacy</u></p> <p>Can I trust everyone online?</p>	<p><u>Internet safety</u></p> <p>How do I keep personal information private and what strategies can I use to manage requests?</p> <p>How do I write a clear and respectful email?</p> <p><u>Friendships and Relationships</u></p> <p>Are online relationships different from real life relationships?</p> <p>How do I respond to adults online that I do not know?</p> <p>How do you show respect online?</p> <p><u>Managing hurtful behaviour online</u></p> <p>How do I report unacceptable behaviour?</p> <p>What is an appropriate online relationship?</p> <p><u>Media literacy</u></p> <p>Can I trust everyone online?</p>	<p><u>Internet safety</u></p> <p>What strategies can I use to manage requests for my personal information or images of myself?</p> <p>How do I make a strong password?</p> <p>How do I safely use my digital devices when out and about?</p> <p><u>Friendships and relationships</u></p> <p>What does a positive online healthy relationship look like?</p> <p>What do I do if an online relationship is making me feel unsafe?</p> <p><u>Managing hurtful behaviour online</u></p> <p>What is cyber-bullying and how can I be responsible online?</p> <p>How do I report unacceptable behaviour?</p>	<p><u>Internet safety</u></p> <p>What strategies can I use to manage requests for my personal information or images of myself?</p> <p>How do I make a strong password?</p> <p>How do I safely use my digital devices when out and about?</p> <p><u>Friendships and relationships</u></p> <p>What does a positive online healthy relationship look like?</p> <p>Why do people behave differently online?</p> <p>What do I do if an online relationship is making me feel unsafe?</p> <p><u>Managing hurtful behaviour online</u></p> <p>What is cyber-bullying and how can I be responsible online?</p> <p>What are the different types of hurtful online behaviour?</p> <p>How do I report unacceptable</p>

<p>Physical Health and Fitness/Healthy Eating</p>	<p>What I need to keep healthy? Tooth brushing Snack and healthy eating Sufficient sleep Daily exercise School Nurse checks - sight/hearing</p>	<p>Why I need to keep healthy? Benefits of hobbies/ interests. The principles of planning and preparing a range of healthy meals.</p>	<p>Healthy meal What is a healthy meal? The characteristics and mental and physical benefits of an active lifestyle. The principles of planning and preparing a range of healthy meals.</p>	<p>Healthy teeth 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. That constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p>The risks associated with an inactive lifestyle (including obesity). That constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p>Keeping my body healthy and taking responsibility. How and when to seek support including which adults to speak to in school if they are worried about their health. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>How and when to seek support including which adults to speak to in school if they are worried about their health. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>
<p>Mental Well being</p>	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p>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. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>
<p>Respectful Relationships</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners.</p>	<p>The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness.</p>	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<p>Changing adolescent body</p>	<p>Book 1 Lucinda and Godfrey Body Parts</p>	<p>Book 2 Lucinda and Godfrey Starting a new school</p>	<p>Book 3 Lucinda and Godfrey Hygiene - 'The Smell Monster'</p>	<p>Book 4 Lucinda and Godfrey Friendships - 'The Birthday Party'</p>	<p>Book 5 Lucinda and Godfrey 'Telling Someone'</p>	<p>Book 6 Lucinda and Godfrey Puberty - 'Growing and Changing' Nurse visit</p>	<p>Book 6 Lucinda and Godfrey Puberty - 'Growing and Changing' Health and Hygiene Club</p>

RRS Articles covered
1,15,24,31

RRS Articles covered
15,19,31,37

RRS Articles covered
12,13,14,15,19,29,30,31,37

POSITIVE RELATIONSHIP	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Caring Friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends.	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
British Values	Develop self-knowledge - 'I am special because...' Book - 'Marvellous Me: Inside and Out' Begin to make own choices, including choices about their learning. Begin to distinguish between right and wrong. About rules - 'But Why?' RRS Articles covered 12,13,15,29	Create class promise in transition. Understand non-religious beliefs & understand everyone thinks differently. Focus - respect. What is respect? How can we encourage respect for others? Understand, accept and appreciate differences. Book - 'All Are Welcome'	Create class promise in transition. Follow RE planning to understand a given faith. Host school council year group elections. Focus - respect. Respect for public institutions and services in England. Organise visitors (police, nurse, etc) Introduce civil and criminal law. Why must you respect the law? What happens if you break the law? Book - 'Mr Creep the Crook'	Create class charter in transition. Follow RE planning to understand a given faith. Host school council year group elections. Democracy - understand and demonstrate how democracy works in Britain (use upcoming election if possible). Encourage respect for democracy. Begin voting on class decisions and accepting outcome. Book - 'The Election' - two families who support opposite parties.	Create class charter in transition. Follow RE planning to understand a given faith. Host school council year group elections. Democracy - compare other forms of government in other countries with democracy in Britain. How are laws made and applied In England? Compare with school rules - is the process similar? Book - 'Atticus Claw breaks the law'	Create class charter in transition. Follow RE planning to understand a given faith. Host school council year group elections. E-Safety take on rule of law. Debating around the topic of social media - provide pupils with the opportunity to learn how to argue and defend points of view. Compare real life to life on social media.	Create class charter in transition. Follow RE planning to understand a given faith. Host school council year group elections. Post SATs project - how can the children contribute positively to the lives of those living and working in the locality of the school and to society more widely? Tolerance of others - the importance of friendship and kindness. Be responsible for their behaviour and actions. Book - 'The Boy at the Back of the Class' - refugee story told by the child.

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Drugs, alcohol and tobacco	Health based role-play, e.g. hospitals, vets etc.	Medicines and harmful substances in the home.	Medicines and harmful substances in the home.	Tobacco Why do people smoke?	Harmful effects of tobacco on the body (addictions).	Discussions around a range of legal drugs, e.g. caffeine, alcohol, energy drinks etc.	Legal and illegal drugs. Ages and responsibilities. Link to Sport's personalities. When does a legal drug be-
Bereavement	Introduction to death through story and plants/	Death of pets and family through story and discus-	Elephants tea party - Child Bereavement UK	How do we remember people who have died?	How can we support people who are grieving?	How do people grieve?	Different beliefs/rituals through RE
Families and people who care for me	That families are important for children growing up because they can give love, security and stability.	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Importance of spending time together and sharing other's lives.	That other's families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Discussions about falling out and not getting on.	That stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's security as they grow up.	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from other if needed. Understanding change can be difficult but not their fault.	Tolerance of different types of families. (British Values)	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

