

# IMPLEMENTATION & IMPACT OF LIFE SKILLS AT MILE CROSS PRIMARY



## BIG IDEAS

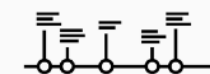
Children will learn in a safe and inclusive environment in which they can share their opinions and ask appropriate questions.

Children will be confident to recognise and adapt their own emotions and behaviours.

Children will begin to understand their place and purpose within the wider world and feel empowered to make positive contributions.

Children will know how to stay safe and healthy, and know what to do if something doesn't feel right.

- Being Me in My World
- Celebrating Differences
- Dreams & Goals
- Healthy Me
- Relationships
- Changing Me



## CONTENT & SEQUENCING

- All year groups will use *Jigsaw (PSHE)* and *RSE Solutions (RSE)* to ensure progression is carefully sequenced and all pupils have the opportunity to revisit the interrelated dimensions of life skills.
- EYFS - Understanding feelings and rules; celebrating ourselves in the community, goal setting and perseverance; healthy me and growing up.
- KS1 - Rights and responsibilities; rewards and consequences; exploring similarities and differences, assumptions and stereotypes; identifying success; making health and safety life choices; changes in me (male and female).
- KS2 - Decision-making, democracy and citizenship; challenging assumptions and awareness of cultural differences; recognising achievements, realistic goals and resilience; awareness of dangers of drug, alcohol and tobacco misuse and peer pressure; self-recognition and self-worth to support positive mental health; puberty, right to protect my own body and consent.



## RESOURCES

- *Jigsaw* - PSHE
- *RSE Solutions* - RSE
- Emotional Coaching trained staff
- ELSA trained staff
- Mental health Champion - SLT
- Charitable projects and events that support our local community and beyond



## RETRIEVAL

- Spiral curriculum allows the development of knowledge and skills each year.
- Inclusive learning environment which is safe and empowering.
- Children are actively involved as evaluators to ensure relevance of learning.



## PROGRESS

- Units of work are sequenced along themes that build on work from previous years.
- Children comment on and assess/evaluate their own and others contributions and opinions to lessons.
- Teachers assess their children to build and adapt a curriculum reflecting their needs.
- PITA recorded termly.
- Assessment is not about making judgements on the character's worth or values of individual children or continued testing.



## SUPPORT

- Age appropriate support mechanisms in each classroom e.g. Emotion Faces and 'Ask it Basket'.
- Practical resources and discussion with less reliance upon written activities.
- ELSA support for children experiencing trauma and for mental health triage.
- Staff training to know when to signpost to other agencies or support.