

Life Skills in our schools

Curriculum Drivers

Ambitious: We will support children to reach their full potential in all aspects of PSHE and RSHE and enable the children to transfer the skills that are taught into their everyday lives and interactions. We encourage the children to be ambitious through the use of resources, high quality teaching, promoting high self-esteem and a strong attitude for learning.

Inclusive: We support all children regardless of their ability to access and fully engage in all aspects of PSHE and RSHE. We do this through differentiation of questioning, expectations and a variety of resources including pictorial. We provide additional opportunities outside of the lessons for children such as using assemblies, story time and curriculum days.

Knowledge Rich: We use PATHs to guide our PSHE curriculum and have adapted the Norfolk inclusion team RSHE curriculum to ensure our lessons provide children with the knowledge they need. We use a questioning and skills-based process to encourage children to talk about what they have learnt and how this fits in to everyday life. We provide lots of opportunities for basic skills to be built on appropriately.

Fluent: We motivate children to take ownership of their life skills knowledge and support them to gain the skills to be able to learn about their feelings and emotions and how to act appropriately in everyday situations.

Sequencing of content

Our curriculum is informed by PATHs and the Norfolk inclusion team RSHE curriculum. The basis of this scheme is a questioning-based curriculum. We have thought carefully about how we can expose children to a variety of feelings and the sequence of lessons builds upon their previous knowledge. Our long-term plans are sequenced to cover lessons in relation to our mixed aged classes, with the opportunity to repeat skills throughout the year.

Diversity

In life skills we expose children to a wide variety of knowledge and questioning. We are conscious that we have a diverse cohort of children, some with a variety of SEND needs and aim to reflect every child's reality and different family lives.

Big Ideas:

Democracy- Everyone has a voice, and we are kind and share our opinions in a safe space.

Transferable skills- We want the children to acquire the skills and understanding of feelings to appropriately manage everyday situations.

Philosophy— We want the children to think carefully and answer questions but also be able to ask a question of others.

Retrieval practice

We understand that children need to retrieve previous knowledge to make sense of new concepts and situations and understand how to apply this learning to their everyday life. Our planning sequences lessons that ensure that we recap and reinforce previously taught skills and feelings. We encourage children to transfer the skills learnt into their everyday life situations.