

Colby School Life Skills Curriculum Updated 25/2/2022

	Autumn	Spring	Summer
<p>Amber Class</p> <p>Families and people who care for me.</p> <p>Caring friendships.</p> <p>Five targets from Respectful relationships.</p>	<p>The following points should be covered in Amber Class, at an age appropriate level:</p> <ul style="list-style-type: none"> • 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, the importance of spending time together and sharing each other's lives. • that others' 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	<p>The following points should be covered in Amber Class, at an age appropriate level:</p> <ul style="list-style-type: none"> • 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. • 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. <p>What is 'good' and what is 'bad'?</p> <p>How do people decide what is right and wrong?</p>	<p>The following points should be covered in Amber Class, at an age appropriate level:</p> <ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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>Preparing for transition into Year 1 / Year 2 – taking more responsibility.</p> <p>Oral hygiene.</p> <p>Washing our hands.</p>

	<ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Establishing relationships with Buddies – positive role models.</p>	<p>Sensational Salads (DT unit)</p> <p>SCIENCE: Developing Experts.</p> <p>Learn about body parts (arms, legs, chest), Learn about body parts (hands, feet), Learn about body parts (eyes, nose), Describe ears, mouth and hair, Changes in your body since you were a baby, We all have similarities / differences – we are all unique.</p> <p>NSPCC PANTS CURRICULUM</p>	
<p>Sapphire Class</p> <p>Three targets from Respectful relationships.</p> <p>Online relationships.</p> <p>Being safe.</p>	<p>The points above should be embedded in Sapphire Class.</p> <p>The following points should be covered in Sapphire Class, at an age appropriate level:</p> <ul style="list-style-type: none"> • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>The points above should be embedded in Sapphire Class.</p> <p>The following points should be covered in Sapphire Class, at an age appropriate level:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<p>The points above should be embedded in Sapphire Class.</p> <p>The following points should be covered in Sapphire Class, at an age appropriate level:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

	<ul style="list-style-type: none"> • What it means to be a good friend. 	<ul style="list-style-type: none"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. <p>What is 'good' and what is 'bad'?</p> <p>How do people decide what is right and wrong?</p> <p>Healthy Sandwiches / Fruit kebabs (DT unit)</p> <p>SCIENCE: Animals, including humans.</p> <p>NSPCC PANTS CURRICULUM</p>	<ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • 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>NSPCC PANTS CURRICULUM "The Queen's Knickers"</p> <p>SCIENCE: Animals, including human growth. About Me.</p>
<p>Emerald Class</p> <p>Mental well being.</p> <p>Internet safety and harms.</p> <p>Physical health and fitness.</p>	<p>The points above should be further developed in Emerald Class.</p> <p>The following points should be covered in Emerald Class, at an age appropriate level:</p> <ul style="list-style-type: none"> • 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. • how to recognise and talk about their emotions, including having a 	<p>The points above should be further developed in Emerald Class.</p> <p>The following points should be covered in Emerald Class, at an age appropriate level:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	<p>The points above should be further developed in Emerald Class.</p> <p>The following points should be covered in Emerald Class, at an age appropriate level:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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.

	<p>varied vocabulary of words to use when talking about their own and others' feelings.</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • 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). • 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. • discussing the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of 	<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. <p>How do people make moral decisions?</p> <p>How do people respond to issues of poverty and justice?</p> <p>Healthy Snack Bars (DT unit)</p>	<ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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>NSPCC STAY SAFE CURRICULUM</p> <p>Year 4:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
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	<p>positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>Can kindness change the world? What is kindness? What is our role in making positive change in the world?</p> <p>Considering the experiences of refugee children.</p>		
<p>Ruby Class</p> <p>Basic first aid</p> <p>Healthy eating</p>	<p>The points above should be revisited in Ruby Class, as necessary.</p> <p>The following points should be covered in Ruby Class, at an age appropriate level:</p> <p>Growth Mindset.</p> <p>Internet Safety.</p>	<p>The points above should be revisited in Ruby Class, as necessary.</p> <p>The following points should be covered in Ruby Class, at an age appropriate level:</p> <ul style="list-style-type: none"> • 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 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>The points above should be revisited in Ruby Class, as necessary.</p> <p>The following points should be covered in Ruby Class, at an age appropriate level:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p>NSPCC STAY SAFE CURRICULUM</p> <p>Is being happy the greatest purpose in life?</p> <p>SCIENCE: Human Life Cycle. Changes in adolescence. Human reproductive organs. (Year B)</p>

		<p>SCIENCE: Food pyramids and importance. (Year A)</p>	
<p>Amethyst Class</p> <p>Health and prevention.</p> <p>Changing adolescent body.</p>	<p>The points above should be revisited in Amethyst Class, as necessary.</p> <p>The following points should be covered in Amethyst Class, at an age appropriate level:</p> <p>Taking on a Leadership Role.</p> <p>Liaising with key members of staff about Leadership responsibilities.</p> <p>Working with younger children and being positive role models.</p> <p>Importance of handwashing and other Covid mitigations.</p> <p>Internet Safety.</p>	<p>The points above should be revisited in Amethyst Class, as necessary.</p> <p>The following points should be covered in Amethyst Class, at an age appropriate level:</p> <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 safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • 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. <p>Writing a School Improvement and Development Plan for Leadership Roles.</p> <p>NSPCC STAY SAFE CURRICULUM</p>	<p>The points above should be revisited in Amethyst Class, as necessary.</p> <p>The following points should be covered in Amethyst Class, at an age appropriate level:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p>Sex education for Year 6 pupils.</p> <p>Legacy projects for Year 6 pupils – transition and moving on.</p> <p>Is being happy the greatest purpose in life?</p>

SCIENCE:

Animals, including humans: food and digestion. (Year A)

Animals including humans: the human lifecycle. (Year B)