



LIFE SKILLS



Our vision for Life Skills at St Wilfrid's Catholic Primary School

At St Wilfrid's Catholic Primary School, we understand that Life Skills are integral to enable our children to become healthy, independent and responsible members of society.

Adult life requires a range of skills in order for people to flourish, both in the workplace and in their daily lives - from the confidence and motivation to seek challenges and to complete tasks, to the interpersonal skills that aid teamwork and other social interactions. These essential life skills are crucial to people achieving their potential, and therefore it is natural that they should also lie at the heart of our education system.

How do we teach Life Skills?

We are committed to ensuring that all of our pupils grow, develop and leave school with the relevant life skills to keep themselves safe and to be kind and responsible citizens in the community. With this in mind, we feed into our curriculum Life Skills based on what we feel are the most important things for our children to learn before they move on to the next stage of their education. These skills are taught through our Scarf scheme of work, Life to the Full, our Children's Charter, technology lessons, workshops, safety and mission weeks, British Values and resources shared with parents for home use.

Our curriculum is planned to support all children to understand an array of different experiences through their life and it is broken down into 4 main areas:



This ensures that all children are developing their cultural capital throughout their time at our school, in addition to important personal and developmental skills. The curriculum has been designed to be progressive, so these 4 areas, and the objectives within them, are built upon throughout each year group so that all topics are revisited and fully embedded.

| | Knowledge | | | | Skills | | | |
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| | Emotion al and Socia | Personal Care | Underst anding the World | Personal Safety | Emotion al and Social | Personal Care | Underst anding the World | Personal Safety |
| EYFS | <p>I know who my trusted adults are at school.</p> <p>I am confident to speak to others about my own needs, wants, interests and opinions.</p> <p>I am aware of my own feelings, the feelings of others and I can name different emotions.</p> <p>I know that my actions and words can impact others' feelings.</p> <p>I know what makes a good friend.</p> <p>I am beginning to understand the school rules.</p> <p>I know the names of my friends and significant adults.</p> | <p>I eat a variety of foods and know this keeps me healthy.</p> <p>I show some understanding that exercise, sleep and hygiene can keep me healthy.</p> <p>I know how to brush my teeth.</p> <p>I understand that I can keep myself safe, and consider and manage some risks.</p> <p>I know that our bodies are all different.</p> | <p>I remember and can talk about significant events from my own life.</p> <p>I know some of the things that make me unique, and can talk about how my friends are similar or different.</p> <p>I show interest in and can recognise different cultural traditions and routines.</p> <p>I am developing an awareness of days of the week.</p> <p>I know which tools are appropriate for which tasks.</p> <p>I can name and talk about the role of people that help us</p> | <p>I can identify rules that help keep us safe and healthy at home, at school and when using technology.</p> <p>I can identify some simple examples of my personal information.</p> <p>I know what the fire alarm sounds like.</p> <p>I know that roads can be dangerous and that I need help to cross safely.</p> <p>I can describe people I can trust and can share information with.</p> <p>I know how to keep my body safe.</p> | <p>I can use my words to verbalise my feelings.</p> <p>I can wait my turn.</p> <p>I can play with my friends and I am beginning to negotiate and solve problems.</p> <p>I can follow the school rules with adult support.</p> <p>I can keep trying if things are tricky.</p> <p>I can make an independent choice.</p> <p>I can follow instructions involving 2 steps.</p> <p>I am able to discuss how I would feel if I lost something that is special to me</p> | <p>I know when to blow my nose.</p> <p>I know when I need the toilet and remember to wash my hands afterwards.</p> | <p>I enjoy joining in with family customs and routines.</p> <p>I can show an interest in people around me.</p> <p>I can show acceptance for a range of cultures.</p> <p>I can recognise different cultures and settings in different texts.</p> <p>I can safely use a range of tools for a purpose.</p> <p>I can ask relevant questions.</p> <p>I can recognise who I can turn to to help me.</p> | <p>I can recognise that I can say 'no' if I am asked to do something that makes me feel sad, embarrassed or upset.</p> <p>I can follow my adults to keep safe during a fire drill.</p> <p>I can talk about whether a road is safe to cross or not with an adult using visual support.</p> <p>I can negotiate space and obstacles safely.</p> <p>I can use my arms to balance and move with a good level of coordination.</p> <p>I can run, dance, jump, hop, skip, climb,</p> |

| | Knowledge | | | | Skills | | | |
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| | Emotional and Social | Personal Care | Understanding the World | Personal Safety | Emotional and Social | Personal Care | Understanding the World | Personal Safety |
| Year 1 | <p>I know what makes a good friend and how to be one.</p> <p>I say please and thank you at appropriate times.</p> <p>I can name different emotions (anger, happiness, excitement, fear, sadness) and times when I might feel them.</p> <p>I am confident to speak to others about my interests and opinions and know that theirs may be different.</p> | <p>I will have a drink when directed.</p> <p>I know when I need to take off/put on my jumper or coat because I am hot or cold.</p> <p>I know what to do when I am feeling unwell.</p> <p>I know when to wash my hands.</p> <p>I can use cutlery independently.</p> | <p>L</p> <p>S</p> <p>I know ways in which I can help to keep our planet a safe place (reduce, reuse, recycle).</p> <p>I know my birth month.</p> <p>I know the days of the week.</p> <p>I can recognise if a plant or animal is living or dead</p> | <p>I</p> <p>K</p> <p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</p> <p>know what to do when I hear the fire alarm.</p> <p>I know that I need to stop at the edge of a road before I cross with an adult</p> | <p>E</p> <p>L</p> <p>I can explain that our bodies are all different.</p> <p>I can begin to manage feelings of disappointment.</p> <p>I am starting to have a measured response to disappointments.</p> <p>I can accept the needs of others, can take turns and share resources.</p> <p>Sometimes, I may need support from others.</p> <p>I know what to do when someone is making the wrong choice.</p> <p>I can listen attentively and follow simple instructions when addressed to a larger group.</p> | <p>S</p> <p>I can recognise when it is a good time to use the toilet and wash my hands.</p> <p>I can speak confidently in front of my class/school (say a rehearsed line in an assembly).</p> <p>I can change for PE independently.</p> <p>I can use cutlery independently to feed myself (including cutting larger foods).</p> | <p>S</p> <p>I can talk about key events in my life (eg. Christmas, Birthday)</p> <p>I understand what it means to take pride in my learning</p> | <p>E</p> <p>I can describe and demonstrate how to get help from a trusted adult or helpline if things make me feel sad, uncomfortable, worried or frightened.</p> <p>I can quietly follow my adults to line up on the playground during a fire drill.</p> <p>I can talk about whether a road is safe to cross or not with an adult</p> |

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| Year 2 | <p>I understand the importance of listening to others in a group activity.</p> <p>I know the difference between telling a tale and reporting something important.</p> <p>I know to ask for help if I am feeling an emotion that I can not manage myself. I know what is meant by pride and self-esteem.</p> <p>I know some reasons why children have certain physical traits. I am proud of the things my body can do.</p> <p>I know strategies to help me manage my emotions.</p> <p>I know some environmental factors that can affect my mood.</p> | <p>I know when it is appropriate to ask for or have a drink.</p> <p>I have an awareness of hazards in the home and how to keep myself safe.</p> <p>I recognise how to keep myself and my clothes clean.</p> | <p>I know that there are different people in the world and show curiosity towards them.</p> <p>I know my address, full name and how to contact my family.</p> <p>I know the different seasons. I know the months of the year.</p> <p>I know my birthday (date, month, year)</p> <p>I understand there are things that are alive, dead or that have never been alive.</p> | <p>I can give examples of bullying behaviour and how it could look online.</p> <p>I can describe and explain some rules for keeping my information private.</p> <p>I recognise when and where it is safe to play.</p> <p>I know what a fire drill is and why it is important.</p> <p>I know what flammable means and why it is important not to play with flammable things.</p> <p>I know that I need to stop at the edge of a road and look both ways before I cross with an adult.</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are real.</p> | <p>I can identify how I am feeling at any given time and try to explain why.</p> <p>I understand that children grow at different rates.</p> <p>I can recognise other people's emotions and explain why they might feel that way.</p> <p>I can identify when someone is ready for me to speak (and not interrupt).</p> <p>I can maintain a friendship</p> | <p>I can brush my teeth independently.</p> <p>I can organise my items to go home with at the end of the school day.</p> | <p>I know how I can help to strengthen our community.</p> <p>I can identify what season it is.</p> <p>I can describe the characteristics of things that are living and things that are not.</p> | <p>I can recognise the difference between bullying and falling out with someone and I know what to do in this situation.</p> <p>I can quickly and quietly follow my adults to line up on the playground during a fire drill with some support.</p> <p>I can talk about whether a road is safe to cross or not with an adult.</p> |

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| Year 3 | <p>I can recognise and value the feelings of others, especially when working as part of a team.</p> <p>I know what to do to calm down and can do this independently.</p> <p>I know that feelings change over time and can identify things that make me feel good e.g. eating healthily and exercising.</p> <p>I know how sleep can affect my emotions.</p> <p>I can name a wider range of feelings (eg. nervous, uncertain).</p> <p>I know that too much time on a device is not good for me.</p> <p>I can understand the impact of bullying on someone's emotions, how to recognise it and address it.</p> | <p>I know to wash my hands after coughing/sneezing into them.</p> <p>I know what to do if I get lost</p> | <p>I understand the value of money.</p> <p>I have an understanding of the annual calendar and can identify a few key dates.</p> <p>I know who the Prime Minister is. I understand that death is permanent and non reversible.</p> | <p>I can explain what is meant by the term 'identity.'</p> <p>I can explain what bullying is, can describe how people may bully others and explain how this can impact someone's emotions.</p> <p>I can give reasons why I should only share information with people I choose to and can trust.</p> <p>If I am not sure or I feel pressured, I know that I should ask a trusted adult.</p> <p>I am aware of my personal road safety.</p> <p>I know why it is important to practice fire drills.</p> <p>I know why it is important to leave personal things behind in a fire.</p> | <p>I can empathise with other people's emotions and begin to resolve conflicts independently.</p> <p>I recognise that children's actions can affect my feelings and that my feelings can affect theirs.</p> <p>I can explain how my body is feeling when I experience different emotions (without naming the emotions) eg. "I have a sick feeling in my tummy" or "My skin feels hot."</p> | <p>I can choose a meal I know I will eat.</p> <p>I can tie my own shoelaces.</p> <p>I can get changed for PE or other activities quickly and can look after my belongings.</p> <p>I am able to come to school prepared for the day and pack my own bag. (knowing if I need my PE kit or reading book).</p> | <p>I can explain what a child should do if they get lost.</p> | <p>I can use sharp objects safely and in an appropriate way.</p> <p>I can quickly and quietly follow my adults to line up on the playground during a fire drill and line up quietly with little instruction.</p> <p>I am confident to cross a road independently and safely, using pedestrian crossings</p> |

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| Year 4 | <p>I can explain why it is important to have empathy, tolerance and respect for others, appreciating their feelings and beliefs.</p> <p>I am aware of the effect of peer influence and am able to make my own decisions and be assertive.</p> <p>I know how to approach something I might find challenging.</p> <p>I know a variety of things that can affect everyday emotions.</p> <p>I know that comparing myself with others can affect me negatively.</p> <p>I know a variety of strategies that could help when I am feeling different emotions.</p> | <p>I know it is important to keep clean and I am aware of how often I should have a shower/bath.</p> <p>I have an understanding of a positive body image and the importance of healthy eating.</p> <p>I know that sleep, social interactions and physical activity levels have an impact on my wellbeing</p> | <p>I feel safe when out in the community.</p> <p>I have an understanding of what is happening in the local/national news and I show curiosity towards it.</p> <p>I know that MPs are voted for to represent the people.</p> <p>I am beginning to understand that people in the world have values and beliefs that are different from my own.</p> <p>I can describe strategies for keeping my personal information private, depending on context.</p> <p>I can link fire safety in school with fire safety at home and know what to do in case of fire.</p> <p>I know the Green Cross Code.</p> | <p>I can describe strategies for keeping my personal information private, depending on context.</p> <p>I can link fire safety in school with fire safety at home and know what to do in case of fire.</p> <p>I know the Green Cross Code.</p> <p>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.</p> <p>I understand what criteria might need to be met before something is a 'fact'.</p> | <p>I know strategies to regulate my own emotions e.g. anger, jealousy, excitement.</p> <p>I can accept praise or criticism from my family, teachers and friends.</p> <p>I can manage friendships with increasing confidence.</p> <p>I am beginning to use my body's physical responses to situations to identify how I feel.</p> | <p>I can organise everything I need for an outing with some support (e.g. school trip).</p> <p>I have basic self help skills (if I have a headache/I feel sick, perhaps I should have a drink and see if that helps first).</p> | <p>I can explain that different cultures and religions have different explanations for creation and death.</p> | <p>I can identify times or situations when I might need to limit the amount of time I use technology.</p> <p>I can quickly and quietly follow the fire safety drill and line up quietly on the playground during a fire drill.</p> <p>I can cross a road independently using pedestrian crossings.</p> <p>I can explain road safety rules.</p> |

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| Year 5 | <p>I understand the word resilience and show that I try my best.</p> <p>I can take responsibility for my behaviours and recognise the benefits and costs to me personally.</p> <p>I can name and recognise a wide range of emotions.</p> <p>I know the terms "body image" and "self image".</p> <p>I know that many different body types are healthy body types.</p> <p>I know the appropriate time and approach to discuss something when I feel an injustice has occurred.</p> <p>I know that sadness does not mean someone has poor mental health.</p> | <p>I know when/if I might need to apply deodorant.</p> <p>I know what my mind/body needs in different circumstances (water, exercise etc.).</p> <p>I have some basic first aid awareness and know how to deal with a medical emergency.</p> | <p>I am beginning to understand/take an interest in politics in our country.</p> <p>I have an understanding of current affairs and can engage in a conversation about them.</p> <p>I can recognise that different countries have different types of leaders and different ideas about rule of law (dictatorship, democracy, autocracy).</p> <p>I can name crimes that are against the law and can explain why they are wrong.</p> <p>I know key facts about the menstrual cycle (may be taught in Year 6 if children are not emotionally ready for this content)</p> | <p>I can identify some of the communities I am a part of and I can interact with others positively and safely.</p> <p>I can describe ways technology can affect health.</p> <p>I can identify the helpline services who can support children and I know what I would say and do if I needed their help.</p> <p>I can link fire safety in school with fire safety at home and will have talked to my parents about what to do if there was a fire at home.</p> <p>I know more than one safe place to cross a road and know never to look at my phone or wear headphones when crossing a road</p> | <p>I can make decisions based on what I think is right and wrong.</p> <p>I can take part in a debate, listen carefully to other opinions and explain my own opinion.</p> <p>I understand that opinions do not equate to facts.</p> <p>I can identify where someone could get support if they were experiencing poor mental health.</p> <p>I can explain how wellbeing is a spectrum.</p> <p>I can identify: eczema, asthma, head lice, verrucas, starting my period and how to seek adult support.</p> <p>I can help prepare food for a meal.</p> <p>I can describe ways technology can affect healthy sleep and healthy relationships.</p> <p>I can recognise what my brain and body needs (water, exercise, calming techniques).</p> <p>I can take responsibility for my own belongings when moving around the school site an</p> | <p>I can identify: eczema, asthma, head lice, verrucas, starting my period and how to seek adult support.</p> <p>I can help prepare food for a meal.</p> <p>I can describe ways technology can affect healthy sleep and healthy relationships.</p> <p>I can recognise what my brain and body needs (water, exercise, calming techniques).</p> | <p>I can name key figures in politics and royalty, such as the Prime Minister, the Queen, the line of succession and I have a basic understanding of their roles.</p> <p>I can explain that death is universal and final but that there are many different beliefs surrounding the possibility of an afterlife.</p> | <p>I will start to seek to lead by example during a fire drill to show younger children how they should be acting.</p> <p>I can explain how a pelican and zebra crossing work to cross roads safely.</p> <p>I can safely get myself to a prearranged meeting point with my family including crossing roads.</p> |

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| Year 6 | <p>I notice when I am feeling anxious or stressed and know how to cope with these feelings.</p> <p>I know some things that can affect a person's mental health.</p> <p>I know the difference between being healthy and having an "ideal" body type.</p> <p>I know how to act appropriately and respectfully in different environments.</p> <p>I understand the concepts of justice and injustice and the need for rules and laws.</p> <p>I know that anyone can feel boredom, isolation or loneliness - whether or not they have people with them.</p> | <p>I am aware of my own mental health and can self-direct time for relaxation if needed. I am aware that hormones might play a part in my mood and I try to regulate it.</p> | <p>I understand the importance of looking after your own money and the concept of a bank account.</p> <p>I know that in order to live in a house you must pay rent/a mortgage.</p> <p>I understand the concept of debt. I understand different types of careers.</p> <p>I have ideas as to what I would like to become and how to do that.</p> <p>I have an understanding of the dangers of drugs/alcohol.</p> <p>I know how MPs are elected and the job that they do (passing laws, debating issues etc.).</p> <p>I can name the main political parties in the UK.</p> | <p>I can describe issues online that might make me or others feel sad, frightened or uncomfortable.</p> <p>I know and can give examples of how I might get help, both on and offline.</p> <p>I know that everyone's bodies are different and that what we see on social media may not represent reality.</p> <p>I can explain how I am developing a reputation (online and offline) which will allow other people to form an opinion of me.</p> <p>I have a plan both in school and at home of what to do if there was a fire.</p> <p>I know how to cross a road safely where there are parked cars.</p> | <p>I can identify when someone else needs space or time to reflect and I am able to respect this person's needs.</p> <p>I will approach adults at the appropriate time to discuss something when I feel an injustice has occurred.</p> <p>I can explain the difference between boredom, isolation and loneliness.</p> <p>I can identify strategies to reduce loneliness.</p> | <p>I can self-direct my time independently (knowing when to complete homework/go to bed).</p> <p>I can ensure my uniform is presented well.</p> <p>I can tie a tie in preparation for secondary school.</p> | <p>I understand that people can respond to death with a range of emotions.</p> | <p>I can select different strategies to limit the impact of technology on my health (e.g. using night mode, taking regular breaks, using correct posture, or prioritising sleep, diet and exercise).</p> <p>I will actively seek to lead by example during a fire drill to show younger children how they should be acting.</p> <p>I can plan the safest route to a destination, taking into account road types and crossings.</p> |