

Life Skills Scheme of Work

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Careers Education, Information, Advice and Guidance (CEIAG) across school.

Life Skills

The **intent** of our Life Skills curriculum is to deliver a curriculum which is accessible to all and will inspire **happy confident independent learners** who are **prepared for adulthood**. As a result of this they will:

- Develop a sense of self awareness with relation to their identity, health and wellbeing as well as the wider world in which they live.
- Reflect upon their own behaviour and attitudes as well as their relationships with others - considering what is appropriate and responsible as well as the impact behaviour can have on others.
- Know how to remain safe within the home and the wider community, including online.
- Know how to stay both physically and mentally healthy and the impact that poor health can have on their lives; including personal hygiene, diet, exercise and emotional wellbeing.
- Be encouraged to consider their own support network and sources of help and guidance, in a range of areas.
- Consider the effects that humans have on the environment and ways in which they can support some environmental issues.
- Develop their ability to express themselves
- Know how to maintain and clean, safe houses - including use of appliances.
- Know how to prepare food and develop their cookery and bakery skills - including how to ensure food hygiene.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- **PFA links**
- **Cultural Capital links**
- **Reading opportunities**
- **Key Vocabulary**
- **Planned differentiation, Resource, Support or activity**

Within Life Skills there is a discrete group of students who require a bespoke curriculum and are taught separately from the main body of the school. These students are identified as having a higher level of complex needs, therefore require access to a curriculum which will prepare them for independence in adulthood. These needs are identified at different times within a student's Epinay journey, therefore the time they are within Life Skills and the accreditation they will access will vary. Within Life Skills students have a range of academic levels, with this in mind, each unit planned has a set of progressive and sequenced skills and knowledge objectives at three levels - **(Finding Wings, First Flight, Fly the Nest)**. This allows us to differentiate, challenge and extend all of our children in each class no matter their ability.

Long Term Life Skills plan

The curriculum that is in place is based upon two things:

- 1) Life Skills activities that lead to achieving **the school's intent** - to deliver a curriculum which is accessible to all and will inspire **happy, confident, independent learners who are prepared for adulthood.**
- 2) Life Skills that is relevant, usable and **supports individual learning needs** of students at Epinay School.

In order for us to achieve this, we have based our scheme of work on the following **3 Key strands** across the academic year.

1. To equip students with the knowledge to lead a healthy lifestyle where they can be independent and safe in their surroundings
2. To understand the world around them, showing appreciation of where they live and how how to respect and care for the environment
3. To be able to express and recognise emotions, appropriate behaviours and the impact these have on relationships with others

Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Caring for Ourselves	Respecting people around us	Independence in the Home	Understanding the World	Independent Travel	Staying Safe

At Epinay school there are a range of students with complex needs. 100% of students are diagnosed as having a learning difficulty/disability, within this a large % of students are diagnosed as having ASD, MLD and SLD (May, 2022). These developmental disabilities can cause significant social, communication and behavioural challenges. They affect how a person acts and interacts with others, communicates, and learns.

For this reason Life Skills activities have been carefully chosen to reflect this. students generally have difficulties in the following areas:

- Following every day life tasks which will impact on them living independently as they approach adulthood
- Processing information - organising ,sequencing and prioritising.
- Social and Communication Skills - students may have difficulty understanding and accessing social norms

The scheme of work has been designed to ensure students can develop these areas, whilst also ensuring that Life Skills at Epinay is inclusive for all learners, and that they can take part in all lessons with a varied degree of differentiation and support.

A rationale as to why each element of Life Skills is included, whilst also looking at progression of skills and knowledge throughout each phase. We are mindful that in mixed ability classes there are students of varying abilities in Life Skills, therefore students will progress through the skills and knowledge at an appropriate

and challenging pace, with the overall intent being that they are working towards the 3 key Life Skills strands and are ultimately prepared for accreditation at phase 4 and on into adulthood.

Life Skills Scheme of Work

Autumn 1 - Caring for Ourselves.

Rationale: Benefits for our students:

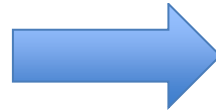
- students will learn how to keep their bodies clean in order to feel good about themselves
- Gain understanding of both physical and mental health and how this impacts them
- Learn about changes within their bodies as they grow, and how to keep themselves and others safe as they become sexually active
- Will learn how to live a healthy active lifestyle
- Be aware of the impact of drugs and alcohol on themselves and others
- students will learn to reflect upon personal behaviours, attitudes and experiences

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

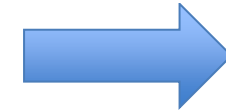
<p>Planned PFA Links/SMSC</p>	<p>Meeting Role Models- dentist/dental nurse, school nurse, therapist, sexual health nurse. Puberty - questions to school nurse Drug and Alcohol Education - Matrix Personal Hygiene - questions to school nurse Kalma Baby/Yoga - mindfulness activities to encourage time away from screens</p>
<p>Planned Reading Opportunities</p>	<p>Non-fiction text on body and functions, packaging (i.e. hygiene products), instructions (e.g. how to brush teeth) To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>
<p>Planned Key Vocabulary - Subject specific</p>	<p>Health Wellbeing Development Puberty Reproduction Hygiene Mental Physical Consequence</p>



**Finding Wings
(Strand 1)**



**First Flight
(Strand 2)**



**Fly the Nest
(Strand 3)**

Autumn 1 - Caring for Ourselves

a. Students will name parts of the body and their functions

b. Students will name and recognise stages of human growth

c. Students will begin to know some ways to keep themselves clean, begin to demonstrate appropriate techniques and be able to name personal hygiene products and their purposes.

d. Students will know the difference between mental and physical health

e. Students can identify a healthy balanced meal and can identify use of appropriate cutlery.

f. Students will use basic vocabulary to describe their feelings and recognise times when they have felt different emotions. They recognise both positive and negative behaviour.

a. Students will name organs in the body and their functions (e.g. heart, lungs, brain)

b. Students know the meaning of puberty and recognise some physical and emotional changes associated with this

c. Students will recognise some consequences of not keeping themselves clean.

d. Students will know some ways of supporting their mental and physical health (e.g. diet, exercise) and recognise some symptoms of poor health.

e. Students can follow a recipe, can identify (and use) a range of utensils and are able to set a table.

f. Students can recognise a range of emotions and know how they can affect behaviours of themselves and others

a. Students will know how humans reproduce.

b. Students will recognise ways in which to maintain good sexual health and know some sexual legislation.

c. Students will know some factors that impact upon their ability to maintain good personal hygiene (e.g. diets impact on dental health, illness and the spread of germs) and how to limit these factors.

d. Students will know some consequences of failing to care for your physical/mental health (e.g. inactivity, poor diet, drug and alcohol use) and know some support networks available

e. Students can plan and prepare a healthy balanced meal and understand (and apply) suitable table manners.

f. Students will discuss their own behaviour and can recognise the consequences of positive and negative behaviours and the impact this has on the emotions of all involved and know who can support them with their emotions.

Life Skills Scheme of work

Autumn 2: Respecting people around us

Rationale: Benefits for our students are:

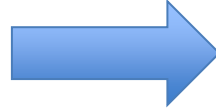
- Can identify different kinds of relationships (friendships, professional etc)
- Students will develop an understanding of healthy and unhealthy relationships, including appropriate touch and personal boundaries
- Gain knowledge of support available for people in unhealthy relationships
- To recognise diversity within people and the need to demonstrate respect
- students will consider the meaning and impact of bullying
- Define peer pressure and explore how to recognise it

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

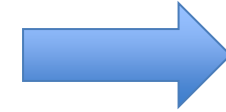
<p>Planned PFA Links/SMSC</p>	<p>World Visits - Buddhist meditation centre Relationship Works - Billy Spoons Belonging to different groups- interviewing someone from religious faiths (e.g. Cloud Singh), members of the LGBTQ+ community - Humankind Places of worship - Visit Dhammakaya Meditation Centre (Bhuddist community) AKT Pride charity Cloud Singh visit - explore the Sikh community Relationship Works - Billy Spoons</p>
<p>Planned Reading Opportunities</p>	<p>Reading leaflets linked to outside agencies Reading online information through research Reading fact files/stories from groups within the local community Texts linked to Diversity e.g. Boy at the Back of the Class, Wonder and Boy in the Dress To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>
<p>Planned Key Vocabulary - Subject specific</p>	<p>Unique Respect Wellbeing Pride Diversity Discrimination Stereotype Relationship Friendship Boundaries Bullying Teasing Peer pressure</p>



**Finding Wings
(Strand 1)**



**First Flight
(Strand 2)**



**Fly the Nest
(Strand 3)**

Autumn 2 - Respecting the people around us

- a. Students know what makes a good friend
- b. Students know there are different kinds of relationships and appropriate ways of showing they care.
- c. Students will define and compare the meaning of teasing and bullying
- d. Students will understand the meaning of peer pressure
- e. Students begin to understand ways in which people are diverse and identify differences between themselves and other

ICT

- a. Students can recognise fair, unfair and compromise within a friendship
- b. Students will know the signs of healthy and unhealthy relationships
- c. Students will know the different ways in which people may be bullied and how they can report and seek support
- d. Students can recognise scenarios linked to peer pressure and how best to respond to it
- e. Students understand that there are different groups of people within the local community (eg. religions, genders etc) and know to show respect to all. They can identify anti-social behaviour.

- a. Students are aware how to listen to others and solve problems within a friendship.
- b. Students can identify how they can be supported if they are in an unhealthy relationship.
- c. Students will know the consequences of bullying and legislation relating to bullying.
- d. Students will recognise the possible outcomes of peer pressure and how it feels
- e. Students can talk about ways in which people can be discriminated against. They know how anti-social behaviour impacts the world around them.

Life skills Scheme of work

Spring 1: Independence in the home

Rationale: Benefits for our students:

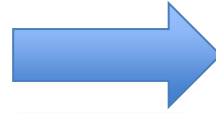
- students learn how to maintain a clean, organised and safe house
- Will be able to independently get dressed
- Can make simple repairs to clothing
- To have an understanding of finance which they will need as they approach adulthood

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

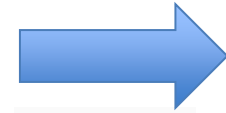
<p>Planned PFA Links/SMSC</p>	<p>Housekeeping - meeting a cleaner to discuss job roles To be able to manage their own home Talk to employees in a bank to learn about job roles</p> <p>Shopping for household items. Natwest MoneySense Visitor to deliver sewing workshop</p>
<p>Planned Reading Opportunities</p>	<p>Instructions and directions [including those on packaging] Clothing labels Leaflets associated with bank accounts To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links</p>
<p>Planned Key Vocabulary - Subject specific</p>	<p>Housekeeping Responsibility Finance Appliances Products Sewing Appropriate dress Insurance APR Budget</p>



**Finding Wings
(Strand 1)**



**First Flight
(Strand 2)**



**Fly the Nest
(Strand 3)**

Spring 1 - Independence in the home

- a. Students will know the aspects involved to keep a clean house (making a bed, washing dishes etc)
- b. Students can identify a range of household appliances
- c. Students know that different climates require different clothing
- d. Students will begin to develop fine motor skills using specialist resources
- e. Students know what sewing can be used for and which equipment is needed.
- f. Students will understand that they need to live to a budget
- g. Students will know ways in which money can be stored safely

- a. Students can carry out everyday household tasks to maintain a clean house
- b. Students know how to stay safe around household appliances
- c. Students can select suitable clothing for a range of activities and climates
- d. Students can apply use of fine motor skills to everyday life tasks, e.g., fastening buttons, zips and buckles.
- e. Students will be able to use needle and thread to make simple hand stitches (using modified resources where needed) and will begin to use these stitches to make simple repairs.
- f. Students know if they don't budget it could lead to debt
- g. Students will identify different bank accounts and know their basic features

- a. Students understand the hygiene implications of not maintaining a clean house
- b. Students are able to use household appliances safely
- c. Students can discuss the features of various fabrics which make them suitable for different climates
- d. Students can independently get dressed using a variety of fastenings, including being able to tie shoe laces.
- e. Students can independently use sewing in context to produce a product
- f. Students understand the consequences of debt and begin to understand the meaning of loans.
- g. Students will know where to seek financial support and advice.

Life skills Scheme of work

Spring 2: Understanding the World

Rationale: Benefits for our students:

- They are exposed to ways in which the world is changing
- Discuss and identify the meaning of recycling and benefits the planet
- Know the ways in which energy is produced and how to save it
- Understand that plants contribute to the environment and how to care for them

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

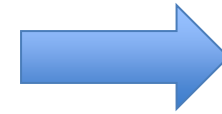
<p>Planned PFA Links/SMSC</p>	<p>Visits to recycling centre - encounters with employees/employers Visit to a wind farm - Interview about different in the energy sector Increasing awareness of climate change and responsibilities within the community Visit a recycling centre Visit in school and local library Visit from Wateraid Visit to a wind farm</p>	
<p>Planned Reading Opportunities</p>	<p>Instructions and directions Maps/atlas Non-fiction texts - polar regions Non-fictions texts (the earth, environment) To identify reading opportunities linked to the school reading spine; Pye Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>	
<p>Planned Key Vocabulary - Subject specific</p>	<p>United Kingdom Countries Great Britain British Isles Climate change Global warming Recycling Litter Renewable energy Map Atlas Globe</p>	<p>Renewable energy Non-renewable energy Environment Oxygen Carbon Dioxide Habitat Solar Tidal Hydro Electricity Wind</p>



**Finding Wings
(Strand 1)**



**First Flight
(Strand 2)**



**Fly the Nest
(Strand 3)**

Spring 2 - Understanding the World

- a. Students know what recycling is and can identify common household waste
- b. Students are aware of the term climate change and global warming.
- c. Students know ways in which energy is used and how a house can be powered.
- d. Students understand what plants need to grow

- a. Students can categorise materials for recycling and can suggest ways to reduce litter
- b. Students know why climate change in the environment is happening, and can identify some of the changes
- c. Students understand how they can reduce water/energy use.
- d. Students can demonstrate how to care for a plant

- a. Students can explore ways recycling is impacting on the environment and ways we can care for it
- b. Students understand how climate change impacts the world.
- c. Students understand how energy use impacts on the environment and the planet
- d. Students are aware of why plants are important to the environment

Life skills Scheme of work

Summer 1: Independent travel

Rationale: Benefits for our students:

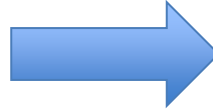
- Students will be able to become familiar with the world map
- Gain knowledge of modes of transport and ways to travel around the local area
- Be exposed to local traffic and know ways to stay safe when crossing the road
- Make the first steps to becoming more independent travellers in the future

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on

<p>Planned PFA Links/SMSC</p>	<p>Real World Visits (Safety Works) - learning about safety in the home and community Travel training - choosing correct routes and modes of transport Road and Water Safety - applying the Green Cross Code, using traffic light/pedestrian crossings in the community Travelling within local area - using public transport</p> <p>Visit Safety Works (Fire and Rescue) Visits to local areas via public transport (ferry, bus, metro) Planning and visiting walking routes in Local Area</p>	
<p>Planned Reading Opportunities</p>	<p>Bus/metro timetables Public signs and notices Reading Google maps and Green cross code To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>	
<p>Planned Key Vocabulary - Subject specific</p>	<p>Risks Consequences Punctuality Route Timetable Town City</p>	<p>Village Crossings Landmarks Community Danger</p>



**Finding Wings
(Strand 1)**



**First Flight
(Strand 2)**



**Fly the Nest
(Strand 3)**

Summer 1 - Independent travel

a. Students can name the country and local area in which they live and begin to recall their personal address.

b. Students can use Google maps to find walking routes within the local area

c. Students can explain the key points of the Green Cross Code and demonstrate how to stay safe near roads and traffic.

d. Students gain experience of using public transport within the local area.

a. Students can identify and name some local places and landmarks.

b. Students are able to plan a route in the local area using public transport

c. Students can identify and name various pedestrian crossings, how they are used and why

d. Students can discuss and understand different ways to stay safe whilst using public transport and begin to use transport timetables to inform their travel.

a. Students can locate the UK on a world map and can name the 4 countries of the UK.

b. Students can use a map to follow a route in the local area

c. Students can identify possible hazards relating to roads/traffic and identify some ways of minimising these risks

d. Students are able to demonstrate how to stay safe whilst using public transport - recognising some hazards and how to minimise them.

Life skills Scheme of work

Summer 2: Staying Safe

Rationale: Benefits for our students:

- Students will gain an understanding of how to stay safe in the sun
- They will know how to stay safe in and around water
- Will be able to discuss and explore the importance of e-safety
- Students will begin to understand what to do in an emergency
- They will gain knowledge of how to use drugs and alcohol appropriately/safely

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on

<p>Planned PFA Links/SMSC</p>	<p>Meeting Role Models - interviewing fire service and police Travel training - planning routes of travel to various locations Awareness and understanding of Emergency Services ESafety and Online Responsibility Visit the Openzone Visit Safety Works (Fire and Rescue) First Aid Experience (e.g. Foundation of Light, Mini First Aid) https://newcastle.minifirstaid.co.uk/classes/classes-for-children</p>																											
<p>Planned Reading Opportunities</p>	<p>Reading packaging - sun lotions Signs linked to water safety Emergency procedures flow chart Online safety facts Drugs/Alcohol leaflets To identify reading opportunities linked to the school reading spine; Pye Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>																											
<p>Planned Key Vocabulary - Subject specific</p>	<table border="0"> <tr> <td>Risks</td> <td>Consequences</td> <td>Secret</td> <td>Danger</td> <td>SPF</td> <td>Misuse</td> <td>Medicine</td> <td>Media</td> <td>Technology</td> </tr> <tr> <td>UVA</td> <td>Drugs</td> <td>Alcohol</td> <td>Legal</td> <td>Illegal</td> <td>Appropriate</td> <td>Inappropriate</td> <td>Dangers</td> <td>Hazard</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Block</td> <td>Report</td> </tr> </table>	Risks	Consequences	Secret	Danger	SPF	Misuse	Medicine	Media	Technology	UVA	Drugs	Alcohol	Legal	Illegal	Appropriate	Inappropriate	Dangers	Hazard								Block	Report
Risks	Consequences	Secret	Danger	SPF	Misuse	Medicine	Media	Technology																				
UVA	Drugs	Alcohol	Legal	Illegal	Appropriate	Inappropriate	Dangers	Hazard																				
							Block	Report																				



**Finding Wings
(Strand 1)**



**First Flight
(Strand 2)**



**Fly the Nest
(Strand 3)**

Summer 2 - Staying Safe

- a. Students will know that sunlight can be dangerous/harmful
- b. Students will know that bodies of water can be dangerous/harmful
- c. Students can understand basic food hygiene and storage
- d. Students know some people who can support them in an emergency
- e. Students will know some common household medicines and possible dangers linked to these
- f. Students know which personal information to keep private when online and know how to show respect for others online.

- a. Students will know some ways of staying safe in the sun
- b. Students begin to understand and demonstrate ways to stay safe around bodies of water
- c. Students can demonstrate safe food hygiene and storage
- d. Students will recognise an emergency situation and know how to ask for help in an emergency.
- e. Students will understand the dangers of alcohol/drug misuse
- f. Students will know some points of the Be Smart E-Safety guidelines

- a. Students will explain the possible dangers of sunlight on the body
- b. Students will explain the possible dangers of bodies of water
- c. Students know the risks involved if safe food hygiene and storage guidelines are not followed
- d. Students will demonstrate some ways of responding to an emergency situation
- e. Students know where to find support linked to drug and alcohol use.
- f. Students will know possible dangers and consequences linked to online use and how to seek support if needed.