



Life Skills Curriculum

encompassing...

- all statutory **RSHE (Relationships, Sex and Health Education)** coverage
 - **Economic Wellbeing and Careers Education**
 - **British and CPS Values** understanding
- Continued **Personal, Social and Emotional Development**

At **Cirencester Primary School**, pupils take part in weekly **Life-Skills** (formerly known as PSHE) lessons, **School Council Class Assemblies** and **wider phase and/or Whole School Assemblies**.

These sessions provide opportunities for pupils to develop their understanding of their own **personal needs and feelings**, as well as recognising and practising **core values for respect and caring for themselves and others**.

Pupils also learn **key safety and fundamental knowledge in regards to their own health, lifestyle choices and awareness of the developing modern world around them**.

Through these sessions, pupils will be expected to develop a stronger sense of our shared **British Values (Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Tolerance)** whilst enhancing skills highlighted in the **Cirencester Code 5C's (Curiosity, Creativity, Communication, Collaboration and Confidence)**.

Pupils will also have extensive opportunities to grow their **Oracy skills (Whole Body Listening Skills, Respectful Responses, Audience Awareness, Captive Content and Turn-Taking)**.

Where appropriate, **cross-curricular sessions** take place (for example online safety in computing) and **local community links** (including visits from the local PSCO school beat team and local experts in the world of work) are made to allow pupils to gain **real-life experiences**, transition smoothly into secondary school then adult life and in response to specific cohort needs.

Our learning objectives and progression of skills are in line with **the PSHE Association programme of study** and supported by '**Gloucestershire Healthy Living and Learning**' resources and opportunities. Each term focuses on a broader theme, however adaptive teaching allows teachers to meet needs of pupils as they arise.

Our **RSHE programme** is tailored to the age and the physical and emotional maturity of the pupils. Drawing on knowledge set out in the **mandatory National Curriculum for Science**, it ensures that all pupils are prepared for the changes that adolescence brings, are able to accurately use names for the main external body parts and the human life cycle (how a baby is conceived and born).

Although designated to specific terms, teachers have the discretion to move the highlighted learning objectives below, in reflection of needs; these objectives are shared with parents each Autumn Term, outlining content coming up during the academic year.

As we are enrolled as a '**The Good Morning Club**' School, our pupils also explore the functions of their brain and specific learning/enrichment opportunities linked to key emotions.

By the end of primary school, Cirencester Pupils will have covered curriculum content under these headings:

Relationships:

Families and people who care for me
Caring Friendships
Respectful, kind relationships
Online Safety and Awareness
Being Safe

Health and Wellbeing:

General Wellbeing (previously mental wellbeing)
Wellbeing online
Physical Health and Fitness
Healthy Eating
Drugs, alcohol, tobacco and vaping
Health protection and prevention
Personal safety
Basic First Aid
Developing Bodies

Economic Wellbeing
Careers and aspirations

Specific curriculum content can be found in our **Life Skills (including RSHE policy)**.

Below is a **summary of learning** which takes place within each phase of the school, term by term.

Mixed Year groups run on a **rolling program**, labelled **Cycle A** (one academic year) and **Cycle B** (the following academic year).

Year group	Autumn Term	Spring Term	Summer Term	The Good Morning Club	
	Relationships + Focus Values	Living in the Wider World + Focus Values	Health and Wellbeing + Focus Values	Understanding the Brain	Emotions (2026-27 focus) Whole school check-ins: Anger Pride Happiness Worry Resilience
Reception	Introduction to rules, the need for respect and good manners. Developing understanding of what makes me 'me' and what things I can now do all by myself.	Introduction to feelings. Introduction to technology and how it can be used. Introduction to money and what it is for.	Looking after myself- introduction to simple but important self-care and keeping well, including dentist visits and how doctors can help us.	Brain School Introduction to 'My Shark' (Amygdala), 'My Seahorse' (Hippocampus) and 'My Octopus' (Pre-frontal cortex) and their jobs.	'Feelsville' and Continuous Provision

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	Relationships + Focus Values	Living in the Wider World + Focus Values	Health and Wellbeing + Focus Values	Understanding the Brain	Emotions (2026-27 focus) Whole school check-ins: Anger Pride Happiness Worry Resilience
Years 1 and 2	CYCLE A Understanding differences. Good friendship and teamwork. Resolving arguments. Understanding hurtful behaviour. Introduction to pressure from friends. CYCLE B Exploring family and the sense of belonging (at home, school, community, in teams) Showing thinking of others. Understanding who we can talk to and trusted adults. Developing social skills and manners as a learner and friend. Developing an understanding of 'doing the right thing'. Recap NSPCC PANTS session	CYCLE A Understanding community and working together. Introduction to the internet, why we might use it and whether everything is always true online. Money- keeping it safe, how grown-ups earn it and beginning to understanding the difference between a want and a need. CYCLE B Understanding that rules are designed to help keep people safe and to ensure fairness. Caring for others, living things and the environment. Understanding our strengths and differences. Recognising that people help others in their community by using their strengths. Identifying jobs and roles in the community and how we might like to consider how we can our own strengths to help in the future.	CYCLE A Looking after myself- introduction to physical and mental health (physical and general wellbeing). Importance of sleep, oral hygiene routines and what medicine is for. Understanding that situations and places can make people have different feelings. Keeping our bodies safe- understanding the NSPCC pants rule and when is ok to keep a secret. Year 2 only- correct names for body parts and how we change as we grow CYCLE B Beginning to recognise areas of danger at home and exploring strategies for staying safe in unfamiliar environments, Knowing what to do in an emergency- calling 999. Practising ways to keep healthy and safe- sun safety, road safety, recognising that some people have difficulty with sight and hearing and how to check. Year 2 only- correct names for body parts and how we change as we grow	Brain School Exploration of 'My Shark' (Amygdala), 'My Seahorse' (Hippocampus) and 'My Octopus' (Pre-frontal cortex) and their jobs.	Emotion Shed Tired Sadness

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	Relationships + Focus Values	Living in the Wider World + Focus Values	Health and Wellbeing + Focus Values	Understanding the Brain	Emotions (2026-27 focus) Whole school check-ins: Anger Pride Happiness Worry Resilience
Years 3 and 4	CYCLE A Exploring different types of families and caring for members within them. Following rules for keeping safe online, including information sharing. Understanding hurtful behaviour, self-respect and showing respect to others at school and in the community.	CYCLE A Understanding laws, rights and responsibilities. Skills for questioning information online and making choices about online gaming. Introduction to careers, goal setting and developing skills for the future. Understanding stereotyping.	CYCLE A Exploring healthy habits, being proud of myself and how to deal with challenging feelings. Keeping myself and others safe, in and out of the home by recognising hazards. Understanding the water code. Revision of correct names for body parts and NSPCC PANTS rule. Year 4 Girl's menstruation work shop	Brain HQ Understanding Executive functioning skills Pause and Focus Holding information	Emotion Shed Calm Confusion Strength
	CYCLE B Recognising positive behaviours in ourselves/others. Managing pressure from friends. Understanding the difference between types of secrets and which ones are not ok to keep. Identifying who we can talk to and making sure we heard if we are worried. Celebrating differences and showing respect. Exploring pros and cons of using online filters and editing photos. Keeping safe from harmful content online.	CYCLE B Further exploring communities, sense of belonging and how we can help our school community. Understanding online advertising and our digital footprint. Exploring different methods for paying. Developing understanding of how to spend money wisely and budgeting. Understanding the effects of money around the world.	CYCLE B Exploring how a balanced lifestyle can help us stay healthy and what to do if we are ill. Recognise how to take medicines safely and keeping safe from hazardous materials in the home. Understanding what is meant by a 'drug' and how use (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing. Using hygiene routines to keep safe and well, including hand-washing, oral care, food-preparation and personal hygiene. Revision of correct names for body parts and NSPCC PANTS rule. Year 4 Girl's menstruation work shop		

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Years 5 and 6	CYCLE A Understanding positive and negative peer pressure and giving consent. Looking closer at different types of relationships and what makes them healthy/safe-including boundaries. Understanding committed relationships, including civil partnerships. Revision of NSPCC PANTS rule Being positive role models. Being respectful in disagreement in person and online. Year 6- What is sex? (Understanding that some committed relationships can become intimate and that pregnancy can occur)	CYCLE A Career aspirations, personal skills, problem-solving and presenting ourselves in the world of work. Understanding wages and how qualifications can make a difference to earnings. Team project to develop understanding of budgeting, spending, profit and appealing fundraising.	CYCLE A Keeping myself safe- vaping. Keeping general wellbeing (promoting mental health), balancing time spent online and dealing with large feelings linked to loss and times of change. ‘Understanding Dementia’ project. Year 6- preparing for transition to secondary school (school visits, assemblies and life-skills lesson time)	Brain HQ Flexible thinking Planning and organising Metacognition	Emotion Shed Jealousy Fear

Years 5 and 6	CYCLE B Understanding the importance of including people and having methods to cope if friendships get hard. Recognising how to... be assertive without being controlling; kind without neglecting own needs; build self-esteem. Recognising importance of safety in different types of relationships/scenarios, developing confidence to say no/set boundaries. Understanding equality within a community. Recognising stereotyping and discrimination and how to challenge it safely in person and online. Following rules for keeping safe online, including recognition that material online can be easily circulated with no way of deleting it.	CYCLE B Understanding the importance of caring for our planet and sharing resources fairly. Recognising purposes for the media and enhancing skills for deciding what is fact or fiction, including discussion about the use of ai. Exploring ambition, the equality act, careers and alternative career paths/further education options.	CYCLE B Understanding how different factors (e.g. recommended hours of sleep, sun-care, signs of ill-health, vaccinations, hygiene) can affect our physical and emotional wellbeing and steps we can take to help. Recognising individual liberty and choices about lifestyle as we grow. Recognising risks that partner increased independence- including further road and railway crossing safety. Knowing simple first aid for common injuries and how to respond in an emergency. CROSS CURRICULAR WITH SCIENCE What happens during puberty and the importance of keep personal hygiene routines regular. Further Life Skills Session for question and answer sessions in single sex groups Recap of consent and NSPCC pants rule. Year 6- What is sex?		
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