



# Settle CE Primary School – Curriculum Skills for Life

**Statement of Intent:** To foster the child’s personal

**development and well-being, through a supplementary curriculum that reflect the needs of our local rural community in which we promote important life skills that aid self-sufficiency, the development of Critical and Creative thinking, Self-Improvement, and inter-personal / social skills.**

## Critical and Creative Thinking (Nursery to Year 6)

Children are provided ongoing opportunity to develop skills to critically evaluate, use reasoned arguments and think creatively. They are encouraged to be open minded and are able to consider a variety of ideas and opinions.

**Note:** References are made to Engineering habits of mind in teacher planning and delivery as appropriate as this provides a useful framework for organising thoughts in a methodical and logical way.

Teachers provide daily opportunities in planning to:

Investigate

Create and Develop

Communicate

Evaluate

## Self-Improvement and personal well-being and Safeguarding (Nursery to Year 6)

Children are provided systematic opportunities to take responsibility for their own learning and actions, they demonstrate attributes such as initiative, perseverance and key Christian values such as forgiveness. Children are encouraged to develop a positive, growth mind set and are committed to self-improvement.

Teachers provide opportunities each week in their planning for children to:

Identify their strengths

Manage their feelings

Reflect

Set goals

work independently  
adopt healthy life styles through healthy eating and exercise/safe practice including internet safety

## Social Skills (Nursery to Year 6)

Children's manners, behaviour and conduct are exemplary. They are able to work both independently and collaboratively. They are responsible, adaptable and treat others (and themselves) with respect. They are proactive and positive members of the school community and display British core values

Teachers provide daily opportunities in planning (including using the tool Zones of Regulation) to do the following:

Listen and respond appropriately

adapt their behaviour

work collaboratively towards common goals

take turns and share

give constructive support and feedback

Teachers provide structured opportunity each half term to:

Negotiate & Debate

## Self Sufficiency (Covered in classes as shown)

**Children develop important practical life skills and develop personal passions and interests which allow them to be self-sufficient and equip them for living life independently.**

**Healthy Eating and Cooking** - children are able to prepare and make basic, healthy meals for themselves (e.g. through initiatives such as Baking Betty) **EYFS/Class 1 and 2 and after school classes for older pupils**

**Financial Skills** - children learn how to handle and invest money responsibly/know how to budget/understand compound interest/best value practice/Pitfalls of credit/Importance of a FICO score/learn how to make the most of their £1 **Class 5/6**

**First Aid** - children have a basic knowledge and understanding of First Aid principles **Class 6**

**Philosophy and Spirituality** - empathy for others less fortunate/caring for animals **From Nursery to Year 6**

**Mindfulness/ Meditation and relaxation techniques designed to promote mental health and well being** - children access workshops and sessions on Mindfulness and strategies for being able to live in the 'here and now' **Classes 3/ 4/5/6**

**Gardening/Looking after the environment** – children are provided opportunities in Science and Personal development sessions to grow their own food **EYFS/Classes 1/2**

**STEM Learning (promoting engineering habits of mind)** - This is timetabled into the curriculum as discrete sessions in the Robot Workshop and include hands on practical projects designed to provide opportunities to apply skills and develop Mastery in science, technology, engineering and maths. Making walls, building shelves, pulling things apart and making them again! **From Nursery to Year 6**

**Learn to swim** - regular swimming sessions timetable across the school with the view that all pupils will be able to swim by the time they leave primary school. **From Nursery to Year 6**

**Cycling Proficiency and bike maintenance** – Bikeability sessions organised for younger riders (EYFS/KS1) and older pupils (KS2) to develop confidence and proficiency in riding bikes **Class 5**

**Sewing** – learning the basic skill as a skill for life . **Class 3**

**E-SAFETY and Safeguarding Awareness** – assemblies, workshops to promote e-safety and promote safeguarding **Whole school KS 1 and KS2 assemblies**

**Self Defense** – practical sessions in self defense and personal safety **Class 6**

## Settle CE Primary School – Curriculum Skills for Life (Implementation)

The following areas are implemented by the class teacher and opportunities are made for them to be integrated into daily lessons as appropriate as evidenced through teacher planning, work scrutiny, learning walks and lesson observations:

- Critical and Creative Thinking – including integrating the engineering habits of mind than run through our STEM studies
- Self-Improvement and personal well -being and Safeguarding
- Social skills

The area of self-sufficiency is implemented in part through internal expertise such as class teacher expertise, timetabling STEM activities with the STEM Leader /undertaking e-safety sessions with the Computer Coordinator. However, in the following areas we may require outside expertise to be brought in to assist delivery in nominated classes. For example, in the areas of: Financial Skill Management, First Aid, Mindfulness and Mental Well Being, Swimming, E-Safety and Self Defence. Some disciplines are scheduled for specific classes however depending on the National Curriculum programmes of study some areas such as caring for the environment and promoting British Values are ongoing in all classes.

## Settle CE Primary School – Curriculum Skills for Life (Impact)

- Certification of individual competency awarded for individual achievement in the areas of Healthy Eating and Cooking, Financial Management, First Aid, STEM, Swimming, Cycling, Sewing, E-Safety and self -defence.
- Nationally recognised certification for STEM and Computing – Rolls Royce Science Prize Finalists and winners (2018), Farmvention National Finalists (2019), Computing At Schools (CAS – 2019)
- National Recognition for gardening and environmental awareness– Woodland Trust Gold Award
- The celebration of topics and themes in school – through Praise Assembly and Collective Worship, the reduction in instances of poor behaviour and improved management through the development of a range of strategies to assist pupils who struggle with personal, social and emotional behaviour issues.
- The Curriculum for Life document will be subject to annual review and refinement. It is designed to be an evolving document that complements the National Curriculum to ensure we cover a broad and rich curriculum that offers focus on a range of key life skills

**Richard Wright, Executive Headteacher**

Updated September 2019