

KEY SKILLS FOR AFTERNOON CURRICULUM

SOCIAL

I know (how to)...

- listen and respond to adults appropriately
- listen and respond to peers appropriately
- tolerate and accept different points of view and can adapt and change if need
- meet challenges, ask and give answers being able to resolve issues amicably
- solve known and new problems, developing a positive mindset
- show resilience when things go wrong and develop my own resilience
- know how to work in a group, individually or as a larger team to complete a task (some within a set time frame)
- develop positive relationships with individual peers, individual adults, to a range of peers and adults within the school and wider community.

EMOTIONAL

I know (how to)...

- use positive strategies to manage challenging feelings e.g when there is a conflict with someone
- seek help appropriately to help face challenges working towards self-regulation
- practice a positive mindset and resilience and have opportunities to practice.
- take responsibility for my actions and know how they can adapt their approach

CITIZENSHIP

I know (how to)

- understand similarities and differences between individuals, groups including my family, backgrounds and faiths
- how our community is a part of Aylesbury, Bucks, UK , Europe, the World
- there are different types of community within Aylesbury, UK, Europe, the world (faith, culture, areas of need e.g disability) and are able to talk about why do people belong to certain groups
- take responsibility within the school and local community – and am aware of good/ bad outcomes fundraising raising/ gender issues, stereotypes, green issues)
- that each person has personal role in the community and recognises the roles of others e.g teacher, services
- develop a sense of identity and belonging as part of the community
- take responsibility in the community: at home, school the wider community (environmental issues)
- say/ write own name (full) address, tel no.s postcode, email / and that of the school
- I have an understanding of chronology: a sense of the past, present and future and my part in this process.

LIFE SKILLS

I know (how to...)

- say/ write own full name, address ,tel no.s, email / school details
- look after my personal hygiene, keeping myself safe (online, road, in the home, workplace)
- organise equipment for a task
- about finance- know what money means at a young age/ older
- about different modes of travel
- know about preparing food and understand the importance of a healthy lifestyles
- find out about things using a range of creditable sources and media: research with support and independently

Demonstrating life skills

I know (how to)...

- answer the phone, passing on a message
- use weighing and measuring equipment,
- understand a calendar/ timetable, schedules
- use tools/ equipment for **self-care/ personal care** e.g. toothbrush, soap, deodorant, sanitary wear, hearing aids, hairbrush, shower/ bath
- pack your own school bag, PE bag, write a shopping list, be punctual and be on time for events in school/ outside
- **Home care:** make/ change a bed, keep a room tidy, use an iron, kettle, microwave, cooker, washing machine, phone (in an emergency, know where my things are , plan and make my own meal, pack my own lunch
- use some basic first aid (cuts, allergic reactions, self- medicating, know when to go to a doctor or A&E),) take my own specialised medicine safely

- **Finance-** what a bank account is, about online banking, use money as a teenager, what you will need to use money for as an adult (rent, bills,)
- about using money for food, how to pay for things with money, electronically,
- about budgeting
- about what a living wage is, how much essentials cost (TOBY)

- **Travel:** travel locally or wider afield, using a range of different modes of travel, walking, bus, train, taxi, or plane.
- complete a set journey independently (from school to a set point)
- Solve problems

British values

- use appropriate language and actions in school and at home, being aware of discriminatory words and actions.
- work positively to combat racism
- describe what the School council is and take an active part
- about the democratic processes in Britain- understanding process within the school, locally, and in the national Government.
- make and influence positive decisions through democratic processes.
- about other faiths and beliefs
- tolerate and welcome other faiths and beliefs and ensure they are respected by all

SMSC

I know (how to)...

- develop interests and curiosity for learning about myself and the world
- use my own imagination and creativity in learning
- reflect on my own beliefs and my part in my community and experiences I may have
- take part in a range of social experiences within the school and family
- take part in community experiences that include different faiths, cultures and outlooks (music, sport, art, gender, local issues)
- the difference between right and wrong and the consequences in school and at home
- that making right or wrong choices can lead to legal and social consequences
- give sound, thought-through views on moral and ethical issues and appreciate that others may have different viewpoints