

Juniper Hill School – Life Skills Curriculum September 2026
Knowledge & Skills Overview Document

Topic: Mindset (Juniper Hill School’s own unique topic)

Children who can persevere at a task show determination to succeed. They learn that repeated attempts can lead to success. Perseverance is a life skill, it doesn’t matter how much ability a child has, they won’t achieve without the drive to continue trying even after repeated failures. Neuroscientists have found out that the brain is flexible, the more we try hard and face new challenges our brains grow. Growth Mindset is based on the belief that people can change their intelligence or ability through hard work, practice, effort and using the right strategies. We need to teach children that effort is the key to success. This unit will teach children that failure is only a word, it’s the negative label we attach to it that prevents us from seeing it as a learning opportunity. Children will learn the damage of labels, how giving ourselves a label can limit our success. We will end the unit by looking at the power of taking action, and how we can start to be our own coach.

Objective	Year 1	Year 4	Year 6
Lesson 1 How the brain works	I know what my brain is and how it works. I know I am in control of my mind. I can help it grow by using it in the right way.	I know that every time I try harder, I am making new pathways in my brain. I know that my brain can grow and change when I practise and learn new things.	I know that Neuroplasticity is the brain's ability to grow, change and make new connections when we learn, practise and experience new things I can reflect on how my brain has changed through learning and identify evidence of my progress.
Lesson 2 Failure – it’s only a word	I know that failure is only a word. I know that mistakes are normal and it means I am trying hard with my learning.	I can see the lessons in my mistakes. I can use the times I have failed / made mistakes to learn and help me achieve.	I can evaluate how mistakes, feedback and reflection have contributed to my success over time.
Lesson 3 The damage of labels – don’t label yourself	I know what I can do and what I can’t do yet . I know when I have been successful	I know labelling myself creates limiting beliefs. I know what success looks like for me. I know that I need to push myself and focus on what I want to achieve. It’s all about ME! I know that I am responsible for my success. The more effort I put in the more expert I will become.	I know what success looks like for me. I know that I need to push myself and focus on what I want to achieve. It’s all about ME! I know that I am responsible for my success. The more effort I put in the more expert I will become.

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Lesson 4 What does success look like for you – the language of success?	I know what I can do and what I can’t do yet. I know when I have been successful	I know what success looks like for me. I know that I need to push myself and focus on what I want to achieve. It’s all about ME! I know that I am responsible for my success. The more effort I put in the more expert I will become.	I know what success looks like for me. I know that I need to push myself and focus on what I want to achieve. It’s all about ME! I know that I am responsible for my success. The more effort I put in the more expert I will become.
Lesson 5 Taking risks – the power of action!	I know that I need to try something even if I don’t feel confident.	I know that how I think determines my motivation to work hard. I know that I need to take risks in order to achieve.	I know that how I think determines my motivation to work hard. I know that I need to take risks in order to achieve.
Lesson 6 Be your own coach. Learn to give yourself advice when you are going through challenging times.	I am learning to be aware of my emotions and how I can help myself.	I am developing strategies to help me deal with different emotions I am feeling.	I am developing strategies to help me deal with different emotions I am feeling.