

Juniper Hill School – Life Skills Curriculum 2026
Knowledge and Skills Overview Document

Topic - Our community (Juniper Hill’s own Topic)

Juniper Hill School’s vision is to empower our community to have the courage to make a difference in the world. Our mission is to create a community that is open to new possibilities and works together to enable everyone to achieve their goal. We aim to do this through being a kind, supportive community that look after each other; that create a school that is exciting, interesting and full of opportunities for everyone and where everyone is supported to achieve their best.

In the ‘Our community’ we are exploring what diversity looks like and how the ‘Juniper Way’ can support inclusion, equality and support everyone with the challenges they face.

Objectives	Year 1	Year 5
Lesson 1 SEND To understand what Special Educational Needs and Disabilities (SEND) are and how we can create an inclusive environment where everyone feels supported, valued, and able to succeed.	I know that people learn in different ways. I can understand that some people may need extra support. I can describe ways to be a good friend and include others. I can show kindness and respect to everyone.	I can explain what SEND stands for. I know that people learn and communicate in different ways. I can identify ways to support and include others. I can show respect and empathy towards people with different needs.
Lesson 2 Disability To understand that some people in our community have disabilities and need to be fully included and supported.	I know that some people have physical disabilities which challenge their everyday life. I can describe ways in which I can make sure everyone feels included and respected.	I know that disability is any physical, mental, or cognitive condition that substantially limits a person's ability to carry out major life activities or access equal opportunities within society. I can identify barriers that some people with disabilities may face in our community. I can suggest ways to make our environment more inclusive.
Lesson 3 Neurodiversity To understand that some people in our community are neurodiverse and may think, learn, and experience the world in different ways.	I know how people are different and unique. I can talk about different ways people learn and play. I can show kindness and respect to people who are different from me by being a good friend to everyone.	I can explain the meaning of neurodiversity. I can identify some examples of neurodivergent conditions, such as autism, ADHD, and dyslexia. I can recognise that everyone has unique strengths and challenges.

		I can suggest ways to make our classroom inclusive for all learners.
Lesson 4 Age To understand how people of different ages contribute to our communities and why everyone should be treated with respect and fairness.	I can identify people of different ages, such as children, adults, and older people. I can talk about ways people of different ages help us. I can explain why everyone should be treated with kindness and respect.	I can identify the different age groups in society. I can describe ways people of different ages contribute to family and community life. I can identify and challenge stereotypes about children, adults, and older people. I can explain how to show respect and value people of all ages.
Lesson 5 Race To understand that people in our community come from a variety of racial backgrounds and cultures, and that they should be treated with respect, fairness, and dignity.	I can recognise that people have different skin colours, hair types, and backgrounds. I can talk about ways that people are both different and the same. I can show kindness and respect to everyone. I can explain why it is important to include others.	I can describe what race means in a simple and respectful way. I can recognise and celebrate similarities and differences between people in our community. I can explain why stereotypes and discrimination are unfair. I can suggest ways to promote kindness, respect, and inclusion.
Lesson 6 EAL To understand what EAL means and appreciate the strengths and experiences of people who speak more than one language.	I know that people can speak different languages. I can understand that some children may be learning English and may speak another language at home. I know how to be a kind friend to children who speak different languages and show them that they belong to our community.	I can explain what EAL stands for. I can recognise the benefits of speaking more than one language. I can understand some challenges that EAL learners may experience. I can suggest ways to make everyone feel welcome and included.