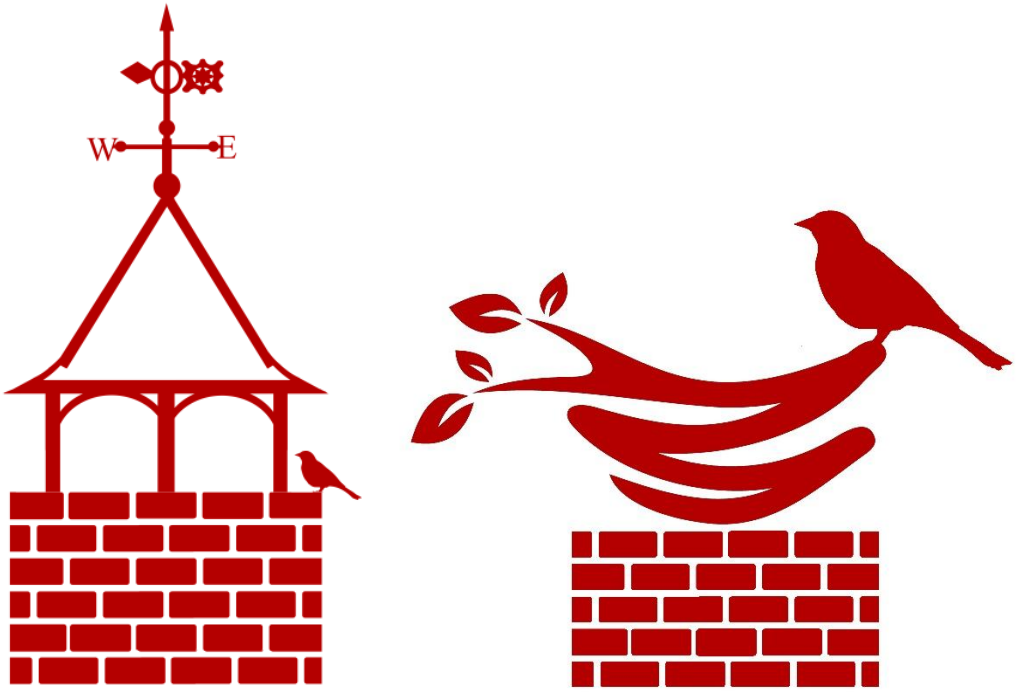
Juniper Hill School

Life Skills Policy

Juniper Hill School's own bespoke curriculum



Kindness Enjoyment Achievement

Reviewed January 2026

Next review September 2028

Intent

At Juniper Hill School, our intent is to promote positive mental and physical health and resilience for our whole school community. We do this by providing thorough and comprehensive coverage of the statutory objectives contained in the Government's guidance on Physical Health and Wellbeing in Primary schools and Relationships and Sex Education and Health Education in Primary schools; as well as covering a series of wellbeing topics that are unique to Juniper Hill.

Introduction

Our school vision is to help pupils to form and maintain healthy and positive relationships – with themselves as well as with others. We want them to be able to make positive and informed decisions about their own health – both physical and mental - and be able to recognise issues in themselves and others, as well as know where to seek support when issues arise. Our aim is to actively promote positive mental health in students and increase their awareness and understanding of common mental health problems, enabling them to become emotionally literate and self-aware. We will assist them in developing a 'tool box' that they can use to protect and develop their resilience to cope with whatever life throws at them, thus enabling them to grow into well-rounded healthy adults and to have the courage to be an individual and follow their own path.

Therefore, our Life Skills Policy is underpinned by our three school aims:

Kindness – we find ways to support and look after each other during our life-skills lessons, showing empathy, understanding and awareness towards others at all times.

Enjoyment – we find ways to make lessons creative, reflective and fun, not relying always on the written word.

Achievement – we encourage everyone to achieve all that they can, by engaging learners in quality teaching and learning opportunities and providing appropriate resources, progression and support.

Curriculum aims

The aims of the Juniper Hill Life Skills Curriculum are as follows:

- To develop emotional literacy relating to the type of emotions we feel and the degree to which we feel them
- To help children understand simple self-care techniques and how they benefit physical and mental health and wellbeing
- To recognise and understand mental ill health, as well as physical ill health, as well as where to go for support
- To develop pupils' understanding of internet safety and harms
- To teach early signs of physical illness and how to protect and prevent illness
- To develop understanding about characteristics of healthy family life and understand that there are different types of families
- To teach the children about the benefits of healthy and respectful relationships and how to resolve conflict or seek help
- To help pupils understand the importance of self-respect and the impact of stereotyping (e.g., based on gender or race)
- To teach children the role that empathy and kindness play in human wellbeing
- To develop the children's understanding of the importance of self-compassion and how developing resilience is necessary for personal development
- To teach the children about growth mindset and how our brain works
- To create a 'Problem-solving Toolbox' to assist them with dealing with issues such as anger management, impulse control and inflexibility
- To know how to look for the opportunities in adversity and to understand that experiencing adversity is normal.
- To encourage the children to believe in themselves, stand in their own power, learn how to be optimistic and cultivate an attitude of gratitude.
- To stay safe, confident and responsible when they are out in their local community.
- To explore the different changes and challenges that can occur in family life and learn positive ways to manage the feelings these experiences may bring.
- To start to learn how to manage money wisely.
- To develop the knowledge, skills and confidence to make positive choices that have an impact on themselves, their community and the wider world.
- To develop the knowledge and skills needed to stay safe, responsible and healthy in an increasingly digital world

Legislation and guidance

Juniper Hill's Life Skills Curriculum is based on the Department of Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education and meets the requirements set out in these documents.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Roles and responsibilities

Subject Leader

- To raise awareness and understanding of mental health and wellbeing.
- To motivate and support staff and encourage a shared understanding of the contribution mental health and wellbeing can make to pupils' – and their own – lives.
- To create, embed and monitor a wellbeing/life skills curriculum to ensure that the statutory objectives of the new physical health and wellbeing guidance are addressed – in addition to the resilience curriculum that is unique to Juniper Hill - to ensure that children develop lifelong skills that will prepare them for their journey in life.
- Have an overview of the subject that understands the knowledge and skills the children will develop as they progress through the school, thus ensuring continuity and attainment.
- Help staff to develop implementation and delivery of the wellbeing curriculum via policy writing, schemes of work and resourcing
- Look at current legislation and thinking
- Manage resources and attend relevant courses where available
- Maintain all relevant information in the relevant subject folder.
- Work with all staff to ensure our children access the best quality curriculum and teaching and learning experience available to us.

The Juniper Team
Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Headteacher
The headteacher is responsible for ensuring that this policy is adhered to.

The Governors
The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

Organisation and Planning
The Life Skills Curriculum will be taught in Years 1 – 6 for 30 - 40 mins every week. Life Skills will be taught in place of a key stage assembly. There is flexibility as to the exact placement within timetables of these lessons to allow for sharing of resources and to allow teachers to organise their timetable in a way that suits the children.

There are 12 topics, with 6 lessons in each. The children will be taught a new topic every half-term.

EYFS will teach the units on a less formal basis, as appropriate for their age group. The children in our SEMH Unit (The Nest) will be taught the lessons as part of their individualised curriculum.

Juniper Hill School - Life Skill Curriculum Overview – September 2026

The Juniper Life Skills Curriculum helps children develop the knowledge, skills and confidence to thrive in everyday life. It equips pupils to make positive choices, build resilience and contribute to their communities and the wider world.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Respectful, kind, relationships	Making a difference to MYSELF, OTHERS and the WORLD	Wellbeing online	Self-Compassion	Changes, Loss and New Beginnings	Mental Wellbeing
Year 1	Mindset	Making a difference to MYSELF, OTHERS and the WORLD	Wellbeing online	Our community	Empathy, kindness and understanding others	Mental Wellbeing
Year 2	Believe in yourself	Making a difference to MYSELF, OTHERS and the WORLD	Wellbeing online	Self-Compassion	Changes, Loss and New Beginnings	Being safe when you are out and about
Year 3	Respectful, kind, relationships	Making a difference to MYSELF, OTHERS and the WORLD	Wellbeing online	Self-Compassion	Empathy, kindness and understanding others	Mental Wellbeing
Year 4	Mindset	Making a difference to MYSELF, OTHERS and the WORLD	Wellbeing online	Believe in yourself	Changes, Loss and New Beginnings	Financial Literacy
Year 5	Respectful, kind, relationships	Making a difference to MYSELF, OTHERS and the WORLD	Wellbeing online	Our community	Empathy, kindness and understanding others	Mental Wellbeing
Year 6	Mindset	Making a difference to MYSELF, OTHERS and the WORLD	Wellbeing online	Self-Compassion	Financial Literacy	Being safe when you are out and about

In order to promote positive mental health awareness and understanding, as well as ensuring coverage of the statutory objectives contained in the Government's guidance on Physical Health and Wellbeing in Primary schools and Relationship and Sex Education in Primary schools, we will use a variety of pedagogical strategies, including the following:

- Discussions – e.g., Teacher led, individual and collaborative to develop critical thinking, self-awareness, self-expression and understanding/comprehension as well as reflection,
- Demonstrations/Modelling/Role-play – to develop understanding, expectations, awareness and empathy for others,
- Research – whole class, collaborative and individual – to develop understanding, independent thinking and independent learning,
- Practical activities – whole class, collaborative and individual – to develop problem-solving skills, communication and understanding and independent learning, as well as resilience.

Monitoring/Assessment/Inclusion

All children from Year 1 to Year 6 will have a Life Skills Journal that they will take with them as they move up through the school. (EYFS children will mainly be learning through stories and practical activities.)

The work the children produce in their Life Skills Journal will obviously depend on the lesson. There is no expectation in terms of quantity or type of work that the children produce **as long as the work has meaning to the individual child**. There is no right or wrong presentation style – the children are encouraged to be creative and take ownership for how they choose to record their work.

We assess the children's work in Life Skills by making informal judgements about their work in class as they are working and through discussion. This is then used when planning the teaching of future lessons and informs how future lessons are delivered. At the end of each unit, the key

skills, knowledge, understanding will be assessed by the class teacher. This is completed against a TAFS document that records all of the expected learning outcomes. The class teacher uses this to assess whether each child is working towards the expected level, working at the expected level or working above the expected level.

Teachers will plan and deliver lessons so that pupils with SEN and/or disabilities can access the content and be supported appropriately so that there are no barriers to them achieving the objective of the lesson.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Policy Review

This policy will be reviewed every 2 years as a minimum.

This policy should be read in conjunction with:

- Anti-bullying Policy
- Child Protection Policy
- First Aid Policy
- Mental Health and Wellbeing Policy
- PSHE and SMSC&D Policy.
- Relational Policy and Behaviour Policy
- SEND Policy
- Sex Education Policy