**How do Lifeskills products fit within the National Curriculum and schools PSHE requirements?**

Often schools are legally obliged to ensure teaching meets the requirements of the National Curriculum, which also states that although non statutory ‘schools should make provision for PSHE’. Here at Lifeskills Education we would like to help you to meet these requirements and we can provide different programmes for all Key Stages -

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| **KEY STAGE** | 1 | 2 | 3 | 4 |
| **AGE** | 5 - 7 | 7 - 11 | 11 - 14 | 14 - 16 |
| **YEAR GROUP** | 1 - 2 | 3 - 6 | 7 - 9 | 10- 11 |
| **DARE**  **PRODUCT** | ON TRACK (OT)  KEEP ON TRACK(KOT) | DARE PRIMARY (P) | KEEPIN IT REAL KIR)  DARE ACTIVE (DA)  DARE GAME (DG) | KEEPIN IT REAL (KIR)  DARE ACTIVE (DA)  DARE GAME(DG) |

The PSHE Association states ‘PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain’. Lifeskills programmes aim to address this by equipping young people with the skills which will allow them to make safe and healthy choices, which will allow the development of positive lifetime habits. The use of the **DARE DECISION MAKING MODEL** and the **REFUSE, EXPLAIN, AVOID** and **LEAVE** tactics enable them to explore a range of options before making sound decisions. Whilst other programmes help students to become **DARE Active** and to get **On** and **Keep on Track** when it comes to being safe and healthy.

Our DARE Officers are trained to deliver high quality programmes which are linked to other subjects being explored in the teaching environment, and will take every opportunity to link to other parts of the curriculum. Examples of this include linking DARE primary and class rules and expectations, asking pupils to make links themselves, and seeking to link classroom displays to the Lifeskills subject being taught.

Lifeskills programmes include a range of interactive and individual teaching components which will support the teaching of the curriculum – the table below is not an exhaustive list but examples of where a Lifeskills programme assists with the development of key knowledge and skills. We invite you to take a look at our programmes and see for yourself where we can support your schools requirements.

Both On Track and Keep on Track specify at the beginning of each lesson the links to the National Curriculum.

Items marked \* are specifically related to the DARE Primary Programme.

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| CURICULUM SUBJECT | REQUIREMENTS | DARE SESSION CONTENT |
| Language and Literacy | * Speak clearly and convey ideas confidently * Ask questions to check understanding * Evaluate and build on the ideas of others * Taught to read fluently * The correct use of grammar * Accurate spelling and punctuation * Increase the store of words generally | * Question and answer sessions. Partner, group and class discussions and debate   Reading aloud and quietly from workbook and whiteboard (All programmes)   * Requirement to produce the DARE report at the end of the (P) programme * Use of glossary to embed learning (P) |
| English | * Read easily, fluently and with good understanding * Write clearly, accurately and coherently * Competent in the arts of speaking and listening | * Reading aloud and quietly from workbook and whiteboard, encouraged to discuss anything that is not understood (all programmes) * Requirement to produce the DARE report (P) * Interactive discussion throughout and completion of written tasks (all programmes) |
| Mathematics | * Can solve problems by applying maths to a variety of routine and non-routine problems | * Use of percentages in discussing normative use of substances (P) * Working out the cost of buying cigarettes or alcohol products (P) * Looking at the comparisons between measures of solids and liquids (OT) |
| Science | * Scientific knowledge and conceptual understanding through biology, chemistry and physics   **KS2 / Science / Animals including humans\***    Pupils should have the opportunity to learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.  **KS2 / PSHE / Health and Wellbeing\***  Pupils should have the opportunity to learn:  which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others | * Learning about volatile substances, vapour, liquid and gas, flammability and volatility (P) * Use of body maps to teach parts of the body (P) its senses and functions (OT), and the health effects of drug use * Discussion in centred around keeping minds and bodies health and the risks and consequences of drug use (All programmes) * Discussion around legal and illegal drugs, including New Psychoactive Substances, and helpful and harmful drugs (All programmes) |
| Art & Design | * Produce creative work, exploring ideas and recording experiences | * Development of a ‘cyber-bullying’ poster/screen saver following the class discussion (P) * Making a class sized version of the Track (KOT) |
| Citizenship | * Preparation for life in society as responsible citizens | * Session on being a ‘Good Citizen’ and what this means (P) * Concept of responsibility (All programmes) * Exploration of stereotyping, communication and conflict (KiR) * Working as a part of a team (DA) |
| Computing | **KS2 / Computing\***  Use technology safely, respectfully; recognise acceptable/unacceptable behaviour; identify range of ways to report concerns about content and contact | * Discussion about cyber-bullying includes sexting and responsible use of electronic devices (P) |