

## Life Skills Medium Term Plan UKS2 From Sept 2026

**Teachers to be aware that the RSE and Health curriculum has changed. Some of the statutory headings have changed and the objectives are slightly different.**

**Most lessons follow the same structure as our maths lessons. Allow children to talk and discuss their thoughts.**

| Autumn A                           |                                                                                  |                                                                                                                                                                                                                                                                                          |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Week Beginning                     | Theme                                                                            | Statutory objective                                                                                                                                                                                                                                                                      | Learning objective                                           | Resources                                                                                                                                                                                                                                                                                                                                                                                                                   | End point knowledge.                                                                                                                                                                                                                                                                                                                                                                                 |
|                                    | Statutory headings                                                               | <b>Health and wellbeing</b><br><b>Relationships</b>                                                                                                                                                                                                                                      | What is being learned rather than what is being done?        | Think and link tasks could be incorporated into the beginning of the lesson to allow children to make connections to new learning.                                                                                                                                                                                                                                                                                          | What should the children know at the end of the lesson.<br><br>This content will be taken forward as retrieval practice.                                                                                                                                                                                                                                                                             |
| Week 1<br><br>Discussion/<br>Think | Respectful, kind relationships<br><br>Link to British Value - individual liberty | That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.<br><br>R | L.O. To understand what respect look, sounds and feels like. | Explain to children that we will be thinking about respect through professions this week.<br>Football manager<br>Paramedic<br>Headteacher<br>Education activist<br>Olympic judge<br><br>Provide each table with a different profession in the centre of a Y on their page. In each section, they are to consider what respect looks like for that individual; what respect will sound like and what respect will feel like. | - Children will understand that respect looks, feels and sounds the same for people who are different.<br>-Children will understand how respect links to our British Values, school rules and Christian Values.<br><br>Opportunity to link to Protected Characteristics: (Potential video – May need to be reworded by teachers)<br>protected characteristics explained for children - Google Search |

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|                           |                                                                                                         |                                                                                                                                                                                                     |                                                                                    | <p>Football manager for England - Thomas Tuchel who is German. Tuchel was a professional German football player and is very passionate about his country. He has all the skills needed to be the England football manager.</p> <p>Paramedic – A female who is Sikh attends the home of an elderly person.</p> <p>Headteacher – A young headteacher who has recently joined the school.</p> <p>Malala Yousafzai (Female education activist).</p> <p>Olympic athlete receiving a medal – Adam Peaty (swimmer)</p> <p>Allow children to discuss and then make a class Y poster together combining all the children's ideas. Share that no matter the person, their profession, gender, religion, they still deserve to be treated with respect.</p> |  |
| <p>Week 2</p> <p>Link</p> | <p>Respectful, kind relationships</p> <p>Link to British Value - individual liberty and rule of law</p> | <p>That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or</p> | <p>L.O. To understand what respect should sound, look and feel like in school.</p> | <p>Recap on 'Y' poster created as a class in week 1.</p> <p>Now present children with different areas of the school in the same 'Y' format.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |

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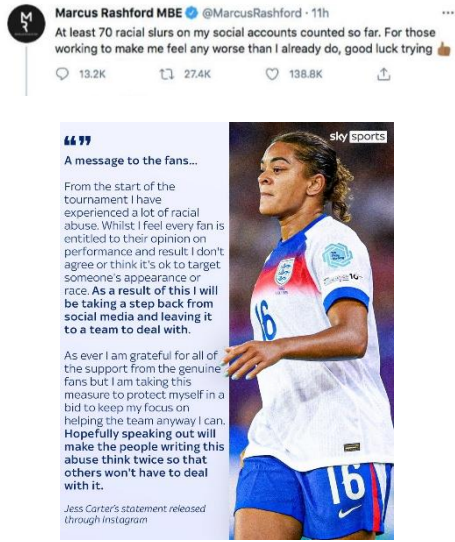
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|        |                                                                                                 | <p>backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>R</p>                                                                                                   |                                                                      | <p>In pairs this time (not groups) children are to discuss how respect looks, sounds and feels around school.</p> <p>Time to share. Create class agreement on respect in and around school – Type up and display.</p> <p>Pose reflection question – Should respect sound, look or feel any different in...</p> <ul style="list-style-type: none"> <li>-Mosque</li> <li>-Merry Hill</li> <li>-Home</li> <li>-Online</li> </ul> |                                                                                                                 |
| Week 3 | <p>Respectful, kind relationships.</p> <p>Link to British Value – Tolerance and Rule of Law</p> | <p>The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p> <p>R</p> | L.O. To understand the long-term effects of disrespect and bullying. | <p>Discover and Discuss – Show this have happened? What impact did it have?</p>                                                                                                                                                                                                                                                           | <p>-Pupils should know the long-term effects of bullying.</p> <p>-Understand that bullying is not accepted.</p> |

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|          |                                                                                                      |                                                                                                                                                                                                                                                           |                                                                           | <p>Show children a bruised apple or a scrunched-up piece of paper – Can they make the link between the discover and the paper/apple?</p> <p>FIFA have a duty of care to their football players. Here's what they're doing to support them.<br/> <a href="#">Tuchel: 'I can not protect them from social media abuse'</a></p> <p>Pose reflection question – What do you think about bullying and its effects?</p> |                                                                                                                            |
| Week 4/5 | <p>Online safety and awareness</p> <p>Link to British Value – Rule of Law and Individual Liberty</p> | <p>That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p> <p>R</p> | Week 4 - L.O. To understand why social media sites have age restrictions. | <p><u>Week 4</u></p> <p>Show children image and pose the questions – Why do you think this is being put in place?<br/> Discover:</p>                                                                                                                                                                                         | <p>-Understand the age restrictions of social media</p> <p>-Know and recognise the reasons behind the social media ban</p> |

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|  |  | <p>The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p><b>H</b></p> | <p>Week 5 – L.O. To understand how time online can affect my mental and physical wellbeing.</p> | <p>Let children know the age restrictions for social media and allow children to discuss why they think they may be restricted.</p> <p><u>Week 5</u></p> <p><a href="#">Watch live: Keir Starmer's press conference</a></p> <p>Watch from 7 minutes – 11.46</p> <p>Discuss</p> <p>Share the image with children and discuss the positives and negatives of each generation. Things to think about: road safety/online safety, parent perspective, imagination and academic benefits.</p> <p><b>SO GLAD I GREW UP</b></p> <div data-bbox="1234 876 1700 1107">  </div> <p><b>DOING THIS      NOT THIS</b></p> <p>Reflect</p> <p>Children are to think about eh effects on their physical and mental health if they spend excessive amounts of time online.</p> | <p>-To know how excessive time online can affect mental and physical health</p> <p>-Understand the positive impact of social media (whatsapp, facetime)</p> |
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|        |                     |                                                                                                                                                 |                                                                       | Things to consider eye health; poor sleep; body image concerns; loneliness; musculoskeletal issues (neck, back); obesity; headaches.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                               |
| Week 6 | Wellbeing<br>online | That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.<br><br>H | L.O. To know how online bullying and harassment can impact wellbeing. | <p>Discover</p>  <p>Imagine you had worked all day with a member of your family to build this sandcastle. After an hour of finishing, someone comes along and destroys it. How does this make you feel? How does this link to online bullying?</p> <p>Watch video: <a href="#">Online bullying – an introduction and overview for KS2 (7-11) - BBC Teach</a></p> <p>Create – Children could design a roll on the wall poster (an outline of a person). They could be given two scenarios -negative comments vs positive comments. Inside the person they could write the impact of the positive comments and on the outside the benefits of the positive.</p> <p>Reflect – Look at the impacts of the negative comments. What/ who could help?</p> | <p>-To understand why online bullying is</p> <p>-Know how online bullying can impact a person's wellbeing</p> |

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| Week 7 | Online safety and awareness | <p>The importance of exercising caution about sharing any information about themselves online.</p> <p>Understanding the importance of privacy and location settings to protect information online.</p> <p>R</p>                     | L.O. To understand the risks of sharing personal information online. | <p>Discover <a href="#">How to keep your information safe online – for KS2 (7-11) - BBC Teach</a></p> <p>Share the video with children and allow them to discuss how they keep things safe online.</p> <p>Cover the table with everything they should not share online.</p> <p>Pose question – What could the dangers be if you share personal information online? (Strangers know your details, people can manipulate images through AI) Allow children to come up with a list of dangers.</p> <p>Think: Share video <a href="#">Pause Before You Post</a></p> | <p>-Information that should not be shared online.</p> <p>-Know the dangers surrounding this.</p>       |
| Week 8 | Online safety and awareness | <p>Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</p> <p>R</p> | L.O. To understand the risks to sharing material online.             | <p>Provide children with a big sheet of paper and get them to think about what could happen from 1 image of them shared online. (Data sharing, Metadata leaks, scams, AI manipulation, embarrassment, potential issues in the future with job applications/interviews (Safer Recruitment))</p> <p>Allow children to talk and share ideas together.</p>                                                                                                                                                                                                          | <p>-Know what digital footprint is</p> <p>-Understand the dangers surrounding the sharing of media</p> |

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|           |                    |                                                                                                                                                                                                                                                                  |                                                      | <p>Share term: digital footprint. What do children already know?</p> <p><a href="#">Digital footprint: what is it and why should you care? - BBC Teach</a></p> <p>Before half term: Reflect on this half term's learning. How can children use this knowledge through the half term?</p>                                                                                                                                                                                                                                                                                                   |                                                                                                                                        |
| Half term |                    |                                                                                                                                                                                                                                                                  |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                        |
| Week 1    | Caring friendships | <p>The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p> <p>R</p> | L.O. To understand the characteristics of friendship | <p>Begin by sharing video <a href="#">Animated short film on the power of friendship   "Laika &amp; Nemo" - by Jan Gadermann &amp; Sebastian Gadow</a></p> <p>After short clip has finished, ask the children what they think we are learning about.</p> <p>Provide children with some characteristics (positive and negative). Allow children to sort between good characteristic and bad.</p> <p>Allow children to share why they have grouped them like this. Are there any differences between the groups?</p> <p>Children could design a good friend advertisement as their task.</p> | <p>-Know facts relating to the flu vaccination.</p> <p>-Be able to share information about the flu and its implications to health.</p> |

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|        |                                                                                                 |                                                                                                                                                                                                                                             |                                                                | Reflect question: How is wellbeing effected by our friendships?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                               |
| Week 2 | <p>Caring friendships</p> <p>Link to British Value – Mutual respect and tolerance of others</p> | <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</p> <p>How to manage conflict, and that resorting to violence is never right.</p> <p>R</p> | <p>L.O. To understand that friendships have ups and downs.</p> | <p>Discover –</p> <p>Share the clip from inside out: <a href="#">Inside Out 2 - Riley Ditches Her Best Friends</a></p> <p>Shout Riley's friends forgive her? Is it normal to fall out with your friends?</p> <p>If you could represent friendships using an image, what would you draw?</p> <p>Imagine you have fallen out with your best friend. What skills would you need to be able to repair your friendship?</p>  <p>Use a map like the one above to demonstrate that friendships have ups and downs.</p> <p>For each bump, as children to think about fallings out they have had. Or you may wish to fill this in before the lesson. Children need to think about what can be done to overcome the problems.</p> <p>Teacher to discuss violence with the class should this arise to overcome</p> | <p>-Know that it is normal to have disagreements with friends</p> <p>-Build resilience to fix friendships</p> |

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|        |                    |                                                                                                                                                                                                                                                                                                                                                                                         |                                                             | problems. Explain to pupils that this is not the answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                        |
| Week 3 | Wellbeing online   | <p>Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</p> <p>R</p> | L.O. To understand the pros and cons of online friendships. | <p>Link back to previous weeks and ask children to explain the benefits of friendship.</p> <p>Reveal a string of messages and ask children how they think the person is saying it.</p> <p>Example below:</p>  <p>Explain to children that sometimes, with online relationships, things can be miscommunicated and misunderstood.</p> <p>Ask: Are online friendships as good as in-person friendships? Allow children to come up with pros and cons.</p> | <p>-Children should know the benefits of online friendships</p> <p>-Know that online friendships are unlikely to be a good substitute for in-person relationships.</p> |
| Week 4 | Caring friendships | How to recognise when a friendship is making them feel unhappy or                                                                                                                                                                                                                                                                                                                       | L.O. To know how to seek support when an in-person          | Provide children with a range of scenarios where characters are unhappy or uncomfortable and some                                                                                                                                                                                                                                                                                                                                                                                                                                          | -Know who can help with uncomfortable and unhappy friendships                                                                                                          |

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|        |            | <p>uncomfortable, and how to get support when needed.</p> <p>R</p>                                                                                                                                                                | <p>friendship is making me feel unhappy or uncomfortable</p>                    | <p>suitable solutions. Allow children to match them up. Make sure there are some scenarios that happen in school like: my friend doesn't want to play my game or my friend said I can't sit by them at lunch time.</p> <p>These would be scenarios that wouldn't necessarily need support from an adult.</p> <p>Provide children with a comic strip type sheet where there are problems between friendships. Children are to write (maybe in message form or in a speech bubble) how they would respond.</p> |                                                                                                                                                                                                    |
| Week 5 | Being safe | <p>What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</p> <p>R</p> | <p>L.O. To understand what boundaries are and know how they impact my life.</p> | <p>Task: Put up a scenario for children to discuss. For example: an image of two children. One asks the other for a hug while there is a thought bubble from the second individual saying, "I don't know how to tell ..... that I don't want a hug. They're going to think I'm a horrible person."</p> <p>Explain to children that this is a personal boundary.</p> <p>Definition:<br/>A boundary is a real or imagined limit that marks where one thing ends and another begins.</p>                        | <p>-children will understand their own and others' boundaries.</p> <p>-They will know that they need to respect the boundaries of other people and should expect to have theirs respected too.</p> |

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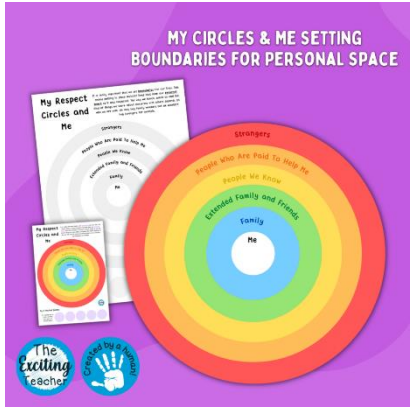
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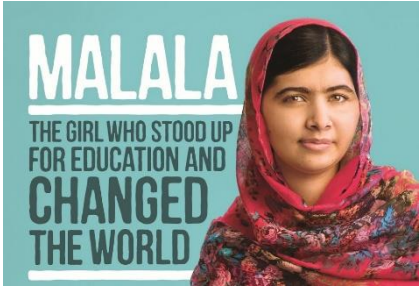
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|  |  |  |  | <p><b>Types of Boundaries</b></p> <p><b>Personal Boundaries:</b> The invisible guidelines we set in relationships to define what behaviour we find acceptable and unacceptable. These include:</p> <p><b>Physical:</b> Your personal space, body, and privacy. (Will be covered next week)</p> <p><b>Emotional:</b> Your feelings and the limit of what emotional burdens or mistreatment you will tolerate.</p> <p><b>Time:</b> Managing how much time, energy, and attention you give to others.</p> <p>Children to begin thinking about their own boundaries and how they would like people to respect them.<br/>For example: someone who doesn't like hugs could offer high 5's instead.</p> |  |
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| Week 6 | Being safe | <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p> <p>H</p> | L.O. To understand physical boundaries. | <p>Recap on boundaries and what different types of boundaries there are.</p> <p>What do children already understand about physical boundaries? What does this mean to them?</p> <p>Children to sort between appropriate and inappropriate contact and then to create their own personal boundaries.</p>  <p>At the end of the lesson, teacher to promote a conversation about how to and who to seek support from.<br/>E.g. Teachers, Parents, Nursers/Doctors, older siblings, Grandparents.</p> | - |
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| Week 7 | <p>Personal achievements</p> <p><b><i>Link to British Value – Individual liberty</i></b></p> | <p><i>Loving, growing succeeding together is our vision as a school.</i></p> <p><i>This week, we will celebrate all the things we have achieved together.</i></p> | <p>L.O. To celebrate my achievements</p> |  <p>Discuss any recent football/sport achievements in the media.</p> <p>Should these people be proud of their achievements? Did it come easy to them?</p> <p>What goals did you set? What achievements have you already had? How does that make you feel?</p> | <p>-Recognise their own success</p> <p>-Celebrate own and others' achievements.</p> |
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