

Life and Well-being Skills Curriculum

Labyrinth Education
Academic Year Overview

Term	Focus Area	Activities	Intent	Implementation	Impact	SMSC & FBV
Autumn 1	Personal Hygiene – Hand Washing & understanding what germs are.	Understanding and practicing hand hygiene routines, understanding why we do this and why it is important to reduce exposure to germs through hand washing.	Promote self-care and awareness of hygiene, learners to become more independent when needing to wash hands and how to do so correctly	Routine-building, independence in hygiene, demonstration, “I do, We do, You do” activities to support, displays, PowerPoints/classroom activities	Embedded handwashing into daily routine (when using the toilet, before eating, before cooking, etc).	SMSC: Health responsibility ; FBV: Individual Liberty
Autumn 2	Personal Hygiene – Bathing & Body Care	Learning full-body hygiene routines and why these are important, develop self awareness and develop understanding of looking after myself.	Develop adult self-care skills and routines, increase learner knowledge of why and what happens if we don’t have good personal hygiene skills.	Teaching showering, drying, cleaning techniques, I do, We do, You do” activities to support, classroom activities, using soap/shampoo/cleaning products on dolls to improve skills.	Enhanced independence, less external support, increased confidence in personal care at home	SMSC: Self-discipline; FBV: Rule of Law (routine care)
Spring 1	Oral Health & Communication	Teeth brushing, learning about dental health, learning about why this is	Recognise link between oral care and wellbeing, understanding role of a dentist,	Demonstrating correct brushing, dentist roleplay, I do, We do, You do” activities to support understanding, use of	Learners reduce dependency in oral hygiene, develop independence	SMSC: Responsibility for own health; FBV:

		important and what happens to oral health if not done properly.	understanding the difference between good and poor oral health and impact this has.	resources and dolls to develop understanding and skills.	and improve oral health skills.	Individual Liberty
Spring 2	Healthy Eating & Lifestyle	Exploring diet, food impact, preparation skills and what makes a healthy diet. Exploring what healthy lifestyle choices are and how this can impact on our short- and long-term health.	Promote informed dietary choices, accessing a balanced diet, promoting healthy activities and the importance of mental health and well being.	Working with catering, taste testing, meal planning, outdoor activities, whole school projects that encourage healthy lifestyles, fun classroom activities that demonstrate healthy choices.	Learners make informed food choices, actively want to participate in physical activity and make healthy lifestyle choices.	SMSC: Healthy choices, cultural awareness; FBV: Respect, Liberty
Summer 1	Understanding Illness & Injury	First aid basics, identifying symptoms, understanding the roles in the NHS.	Develop independence in health emergencies, improve knowledge and understanding around what an injury and what an illness is.	Teaching self-care, seeking help, injury response and care, understanding what pain is and what it may mean through role play, picture/videos of different roles of people in the NHS.	Increased self-awareness and confidence when needing to visit doctors/hospital, develop greater awareness of what pain is and what it means, as well as how people can help.	SMSC: Empathy, self-responsibility ; FBV: Rule of Law
Summer 2	Wellbeing Maintenance &	Haircuts, nail care, grooming and targeted	Build confidence in professional health settings, increasing	Visiting hairdressers, learning care terms, I do, We do, You do" activities to	Improved self-presentation, community	SMSC: Pride in appearance;

	Professional Visits	personal hygiene/grooming focus areas for individual learners.	learner exposure and reducing anxieties around personal care needs (EG; desensitising learners to noise at the hairdressers/barbers)	support learners of roles, videos and displays exposing learners of different environments/smells/sights	access, increased confidence for learners when accessing essential community buildings.	FBV: Liberty, Respect
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*Note: This curriculum is developed to meet the needs of learners with a variety of learning difficulties, with the focus on developing their understanding, knowledge and confidence when needing to access different areas of the community as well as when looking after themselves. It is a curriculum designed to be flexible to address any ongoing needs and support that are more suitable for the learners in their everyday lives leading to an increase in skills, confidence and independence.