

Life Skills - Curriculum March 2019

Class	Curriculum Content.
1	<ul style="list-style-type: none"> • Seasonal stories • Stories that encourage reverence • Stories about friendships and relationships • Russian folk tales. <p><u>Objectives:</u> To imbue children with reverence, foster empathy and positive relationships with others and nurture an interest in the world and to develop their listening skills.</p>
2	<ul style="list-style-type: none"> • The Story of Nils Holgersson • Native Americans • Legends and stories of saints • Tolerance of different faiths and values <p><u>Objectives:</u> To foster empathy with others, to recognise different faiths and beliefs, nurture their wonder at the world, to encourage healthy friendships, to recognise positive versus negative behaviour qualities, to develop further their listening skills by the increase in complexity of information.</p>
3	<ul style="list-style-type: none"> • The Prince and the Dragon • Old Testament Stories • Taking part in discussions • Laws/rules (the Commandments) • Pedagogical stories about friendship • Stories relating to the diversity of class <p><u>Objectives:</u> To Foster empathy with others, help them to begin to develop the tools of conflict resolution, for them to be able to express their feelings and opinions and reactions in discussions, The values and purpose of rules and to create rules, to foster a love of nature, the creativity and ingenuity of Humankind and to encourage them to take responsibility for their environment, to develop their listening skills further.</p>
4	<ul style="list-style-type: none"> • The Brothers Lionheart • The Hobbit • The Wind in the Willows • Family Values • British Values • The Nine Noble Virtues (Viking Laws) • Learning more about the Festivals which we celebrate at school

	<ul style="list-style-type: none"> • Bullying • Friendships • Personal safety <p><u>Objectives:</u> To encourage positive relationships with their peers and friends; to develop further their conflict resolution skills; to present them with `ideals` in different faiths and culture; use specific terminology i.e. – inclusion, equality.</p>
5	<ul style="list-style-type: none"> • Biographies of key figures (Buddha) • Comparative religion linked to Ancient World • Meditation; Festivals (Diwali)(this comes within the Main Lesson curriculum); The beginnings of debate • Running Wild • The Jungle Book. <p><u>Objectives:</u> To follow a particular line of thought in a debate; to learn to counter arguments in a respectful manner; to start to develop their own opinions;</p>
6	<ul style="list-style-type: none"> • Personal biographies • Family trees • Roman religions and gods • Christianity • Islam • Building on the Hindu and Buddhist stories from class 5 • Boy Tales of Childhood by Roald Dahl • A girls biography or diary <p><u>Objectives:</u> To encourage pupils to behave in a caring, compassionate and responsible way; to encourage pupils to challenge behaviour which does not match their moral code such as injustice or intimidation; to facilitate pupils formulating, expressing and justifying an opinion on social issues, forming councils, discuss privacy.</p>
7/8	<ul style="list-style-type: none"> • Biographies of modern day influential people • Hero of Hacksaw Ridge • Shared/similar rules/beliefs (focusing on Christianity, Sikhism and Judaism) • I am Malelah • Helen Keller <p><u>Objectives:</u></p>

	<p>To focus on the inherent spiritual nature of the human being: the moral nature and pursuit of truth, beauty and goodness, overcoming challenging situations. Within discussions and debate we are seeking to foster these qualities.</p> <p>Class 8 only</p> <ul style="list-style-type: none"> • And Then There Was Light • Senses based exercises • Noughts and Crosses by Malorie Blackman • Discussions on racism, sexism, homophobia, `difference`, prejudice and celebrating diversity <p><u>Objectives:</u> To facilitate discussions on difference and to foster positive self esteem and to promote acceptance and tolerance of difference; to facilitate their development of the faculty of independent thinking.</p>
<p>9</p>	<ul style="list-style-type: none"> • Major world religions: Christianity, Islam, Sikhism, Buddhism, Hinduism • Major tenets of each religion; worship and practice; sacred books and places • visit to Islamic centre in Birmingham and other visiting speakers representing other faiths <p><u>Objectives:</u> To increase their knowledge of religious faiths; their understanding of what it might mean to the adherents of that faith; celebrate difference and diversity; promote tolerance of other faiths, including beliefs of those who are agnostic, atheist; challenge prejudice and myths about these faiths; how to counter Islamophobia; to encourage pupils to consider different perspectives and world views and to develop their faculty of independent thinking and questioning.</p>
<p>10/11</p>	<ul style="list-style-type: none"> • Other religions not covered in Class 9 • Moral and ethical issues and debates • Human Rights and Amnesty International. <p><u>Objectives:</u> the same as for class 9 but to develop further the faculty of critical and independent thinking; to encourage active research so that the pupils discover facts for themselves and that they are encouraged to examine the source of these facts and to come to their own conclusions.</p>

Festivals

The calendar at Elmfield, like all Steiner Waldorf schools, marks many festive occasions throughout the school year. At the cardinal points of the year are the main Christian festivals. Other religious festivals are observed too, of course, which help to deepen the children's experience of other peoples and cultures as they progress through the school. As children progress through the school their relationship with the festivals deepen and they are encouraged to develop their own relationship with them.