

# YEAR 10 LEARNING4LIFE CURRICULUM PROGRESSION OVERVIEW

## Subject Curriculum Intent

Learning4Life supports our students to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps our students to stay healthy and safe, while preparing them to make the most of life and work, whilst supporting them to achieve their academic potential. Our L4L curriculum is a comprehensive programme that integrates the statutory RSE and HE content, along with a broader programme covering economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk. The curriculum is based on 6 core themes: Rights, Responsibilities and British Values (RBV), Celebrating Diversity and Equality (CDE), Relationships and Sex Education (RSE), Staying Safe Online and Offline (SSO), Health and Well-being (H&W) and Life Beyond School (LBS).

	Block 1	Block 2	Block 3	Block 4	Block 5
Topic	Rights & Responsibilities (LBS)	Health & Mental Well-being (H&W)	Violence & Seeking Safety (SSO)	Exploring Relationships and Sex Edu (RSE)	Exploring British Values (RBV)
Core Knowledge/ Developing Character	<ul style="list-style-type: none"> <li>targeted advertisements online <b>CONFIDENCE/SELF AWARENESS</b></li> <li>negative impact of social media on body image <b>CONFIDENCE/SELF AWARENESS</b></li> <li>What is marriage?</li> <li>range of views on sex before marriage <b>INDEPENDENCE</b></li> <li>unethical business practices <b>FAIRNESS</b></li> <li>the difference between a right and a responsibility <b>INDEPENDENCE/CONFIDENCE</b></li> <li>difference between civil and criminal law <b>FAIRNESS</b></li> <li>employment rights and responsibilities <b>FAIRNESS/CONFIDENCE</b></li> </ul>	<ul style="list-style-type: none"> <li>impact screen addiction is having on society and the individual <b>SELF AWARENESS/SELF REGULATION</b></li> <li>the difference between mental health and mental illness <b>SELF AWARENESS/SELF REGULATION/CONFIDENCE</b></li> <li>strategies to support someone with their mental health <b>KINDNESS/COURAGE/SELF MOTIVATION</b></li> <li>how to improve my emotional wellbeing <b>KINDNESS/SELF AWARENESS /SELF MOTIVATION</b></li> <li>the differences between self-harm and suicidal thoughts <b>SELF AWARENESS</b></li> </ul>	<ul style="list-style-type: none"> <li>the law relating to honour-based violence <b>FAIRNESS</b></li> <li>risks associated with online gambling <b>SELF AWARENESS/SELF REGULATION</b></li> <li>range of methods used by gaming companies to entice its players to spend money <b>SELF AWARENESS/SELF REGULATION/INDEPENDENCE</b></li> <li>how to combat social media validation <b>SELF AWARENESS/SELF REGULATION/INDEPENDENCE</b></li> <li>how to recognise an online scam <b>CONFIDENCE/SELF REGULATION/INDEPENDENCE</b></li> </ul>	<ul style="list-style-type: none"> <li>consequences linked to sending and receiving sexts <b>FAIRNESS/SELF REGULATION</b></li> <li>the law relating to cyber flashing and sexting <b>FAIRNESS/SELF REGULATION</b></li> <li>the law in regard to sexual assault and rape <b>FAIRNESS/SELF REGULATION/INDEPENDENCE/CONFIDENCE</b></li> <li>qualities to look for in a future partner <b>CONFIDENCE/SELF AWARENESS</b></li> <li>impact of sexualisation of the media <b>FAIRNESS/ KINDNESS</b></li> <li>domestic abuse and domestic violence <b>CONFIDENCE/ SELF MOTIVATION/INDEPENDENCE</b></li> </ul>	<ul style="list-style-type: none"> <li>importance of critical thinking <b>SELF-AWARENESS/CONFIDENCE</b></li> <li>causes and laws relating to hate crime</li> <li>importance of promoting British Values</li> <li>importance of multi-mutualism and diversity</li> <li>how to advocate for individual liberty</li> <li>how human rights are protected</li> <li>rights in democracy <b>FAIRNESS/KINDNESS</b></li> </ul> <p><b>First Aid (SSO)</b> – Recap Basic Life Support / Bone, Muscle &amp; Joint Injuries (<b>Sports Day Drop Down</b>)</p>
Threshold Concept					

	<ul style="list-style-type: none"> <li>deductions that are likely to come out of my salary when I'm older</li> </ul>	<ul style="list-style-type: none"> <li>child Sexual Abuse and where to access support <b>COURAGE/ CONFIDENCE/SELF MOTIVATION/ INDEPENDENCE</b></li> </ul>	<ul style="list-style-type: none"> <li>how to protect myself and my family from being a victim of online fraud <b>CONFIDENCE/SELF MOTIVATION/ INDEPENDENCE</b></li> <li>how to recognise modern day slavery <b>FAIRNESS</b></li> <li><b>PSCO</b> – Knife Crime Presentation</li> </ul> <p><b>3 R's Roadshow (SSO) – April</b></p> <ul style="list-style-type: none"> <li>identify risks and ways to reduce risk (smoking/vaping, alcohol, alcohol, prescription drugs, cannabis, nitrous oxide, cocaine, crack, MDMA/ecstasy, LSD/magic mushrooms). <b>SELF AWARENESS/SELF REGULATION</b></li> </ul>	<p><b>Drop Down Session (Nov)</b></p> <ul style="list-style-type: none"> <li>risks associated with a variety of different STI's</li> <li>importance of sexual Health Clinics (GUM)</li> <li>forms of contraception</li> <li>block, suppress and disable methods to reducing the risk of pregnancy</li> <li>what thrush is and the common symptoms of it in men and women</li> <li>what is and is not legal in terms of pornography.</li> <li>the differences between what is seen in porn and what happens in real life.</li> </ul>	
<p><b>Why this learning now?</b></p>	<p>We follow a spiral curriculum throughout KS3 and KS4, where themes are re-visited to allow aspects of each theme to be covered at a development appropriate age, as well as considering the different pressures young people face as they get older.</p>				
	<p>Links to statutory health (T1 &amp; T2), statutory RSE (T1), Gatsby Benchmarks and financial education.</p>	<p>Links to statutory health (T1, T2 &amp; T4) and statutory RSE (T2).</p> <p>We don't start with this block as we want students to feel comfortable with their class and teacher, before teaching the difficult topics.</p>	<p>Links to statutory health (T2) and statutory RSE (T1, T3 &amp; T4) and citizenship.</p> <p>Wider society issues – modern day slavery, knife crime and online gambling.</p> <p>Online safety moved from keeping safe from predators to online scamming.</p>	<p>Links to statutory health (T2) and statutory RSE (T3, T6).</p> <p>We take a much more detailed look at consent, the law and sexual violence to ensure most students are developmentally capable of dealing with these topics at this time.</p>	<p>Links to statutory health (T2) and statutory RSE (T1, T2, T3, T6).</p> <p>Throughout KS3 Students have learned how to personally stay safe online, by thinking critically about the content they consume. The year 10 BV block encourages our students to consider the impact fake news can have on our democracy.</p>

		We cover it as early as possible as many students will struggle with the changes, facing additional pressures.		Research tells us that when young people receive RSE they are: <ul style="list-style-type: none"> <li>• more likely to have consented to first sex, and for first sex to happen at an older age</li> <li>• less likely to be a victim or perpetrator of sexual violence</li> <li>• more likely to seek help or speak out</li> <li>• more likely to practice safe sex and have improved health outcomes</li> </ul>	
<b>Assessment Opportunities:</b>	Every lesson has: <ul style="list-style-type: none"> <li>- Confidence checker at the start and end of the lesson</li> <li>- Key question identified at the start and re-visited at the end</li> </ul> Each end of term assessment: <ul style="list-style-type: none"> <li>- Recall forms quiz</li> </ul>				
<b>Learning at Home</b>	Homework will be set and teacher assessed once per term (minimum). <ul style="list-style-type: none"> <li>- Recall forms quiz</li> </ul>				
<b>Key Vocabulary</b>	Sustainability Ethics	Anxiety Traumatising Stigma Echo Chamber	Dishonour Coercion	Consensual Stealthling Gas lighting	Dis-information Xenophobia Conspiracy
<b>Spiritual, Moral, Social and Cultural concepts covered</b>	The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different values and beliefs underpin the L4L curriculum. Students will develop the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives whilst, at the same time, offer reasoned views about moral and ethical issues and appreciate the viewpoints of others on these issues. Students will be given the opportunity and encouraged to: <ul style="list-style-type: none"> <li>• be reflective about their own feelings, personal beliefs and values, whilst asking questions to gain a deeper understanding of the world around them</li> <li>• learn what is right and wrong, respect the law, understand consequences; investigate moral and ethical issues and offer reasoned views</li> <li>• appreciate the role of Britain’s parliamentary system</li> <li>• understand, accept, respect and celebrate diversity</li> </ul>				

	<ul style="list-style-type: none"><li>• appreciate diverse viewpoints; participate and cooperate; resolve conflict</li><li>• develop and express personal opinions</li></ul>
<b>Links to careers and the world of work</b>	Gatsby Benchmark Career Standards met through the following lessons – Rights and responsibilities, employments rights and exploring a pay check.