

YEAR 8 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	Block 6
Topic	Physical Health & Mental Well-being (H&W)	Proud to be me (LBS)	Dangerous society online and offline (SSO)	Equality and Diversity Explored (CDE)	Law, Crime and Society (RBV)	Identity, Relationships and Sex Education (RSE)
Core Knowledge/ Developing Character	<ul style="list-style-type: none"> healthy and unhealthy habits SELF AWARENESS/ SELF REGULATION strategies to improve wellbeing/mental health CONFIDENCE/SELF AWARENESS strategies to raise self esteem CONFIDENCE impact of bullying and banter KINDNESS/FAIRNESS different types of bullying KINDNESS/FAIRNESS unhealthy and healthy snacks SELF AWARENESS/ SELF REGULATION strategies to relieve stress SELF MOTIVATION/ CONFIDENCE 	<ul style="list-style-type: none"> What makes good team work and leadership? FAIRNESS/ CONFIDENCE What is self-love? SELF AWARENESS/ CONFIDENCE What is Labour Market Information? INDEPENDENCE How to plan for future career opportunities? INDEPENDENCE/ CONFIDENCE strategies to boost self esteem CONFIDENCE/SELF AWARENESS 	<ul style="list-style-type: none"> how county line gangs operate dangers of county line gangs INDEPENDENCE/ CONFIDENCE/SELF REGULATION What is online grooming? INDEPENDENCE/ CONFIDENCE/SELF REGULATION how to prevent and respond to cyber bullies INDEPENDENCE/ CONFIDENCE/SELF REGULATION strategies to reduce the risks associated with being online INDEPENDENCE/ CONFIDENCE/SELF REGULATION 	<ul style="list-style-type: none"> the equality laws (protected characteristics) FAIRNESS common forms of gender inequality ableist language and actions LGBT+ what is it and rights across the world brief history of colonisation and the British Empire FAIRNESS/ KINDNESS SELF AWARENESS/ FAIRNESS how to remove barriers and challenge inequality INDEPENDENCE/ FAIRNESS/ KINDNESS 	<ul style="list-style-type: none"> qualities needed to be a leader INDEPENDENCE/ CONFIDENCE/ SELF MOTIVATION definition of prejudice and discrimination FAIRNESS/ KINDNESS how to be a good team player INDEPENDENCE/ CONFIDENCE/ SELF MOTIVATION age of criminal responsibility in the UK FAIRNESS how the criminal justice system treats young offenders FAIRNESS why society needs laws 	<ul style="list-style-type: none"> What is a healthy and unhealthy relationship? SELF AWARENESS/ SELF REGULATION What is contraception and why is it important? strategies to manage conflict CONFIDENCE/ INDEPENDENCE <p>First Aid – Recap Basic Life Support / Choking (Sports Day Drop Down)</p>
Threshold Concept						

	<ul style="list-style-type: none"> importance of consent and boundaries CONFIDENCE/ INDEPENDENCE where to access support and help regarding abuse CONFIDENCE 		3R's Roadshow – Dec <ul style="list-style-type: none"> identify risks and ways to reduce risk (smoking/vaping, alcohol, prescription drugs, cannabis, nitrous oxide, MDMA and cocaine). SELF REGULATION/ SELF AWARENESS 		FAIRNESS/ KINDNESS <ul style="list-style-type: none"> recent law changes in the UK arguments for and against the use of prisons FAIRNESS 	
Why this learning now?	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.					
	Links to statutory health (T1, T2 & T4) and statutory RSE (T2). Having covered mostly puberty in year 7, we now take a more detailed look at factors that impact a young person's physical and mental well-being.	Links to statutory health (T2 & T5) and statutory RSE (T1). Students had the opportunity to reflect on their transition at the end of year 7 in their LBS block, we move to look to the future with regards to the opportunities in the work place. In addition, students reflect on the skills that may support them in the workplace.	Links to statutory RSE (T2), BV and Citizenship In year 7 we focused more on the offline dangers in society and we shift our focus to dangers online. Throughout all of the SSO blocks we are always considering strategies to reduce risks.	Links to statutory RSE and BV. In year 7 we considered prejudice and discrimination in relation to all protected characteristics, year 8 we take a more detailed look at gender, ableism and prejudice faced by the LGBT+ community.	Links to BV, Gatsby Benchmarks and citizenship. In year 7 we looked at the democracy as a British Value, year 8 we take a more detailed look at the rule of law as a precious British Value.	Links to statutory RSE (T3 & T6). In year 7 we looked at all types of relationships and ways to manage these. We now consider what it means to be in healthy relationships (also considering romantic relationships for the first time). Having learnt about human conception in science in year 7, it is now appropriate for students to be introduced to contraception.
Assessment Opportunities:	Every lesson has: <ul style="list-style-type: none"> Confidence checker at the start and end of the lesson Key question identified at the start and re-visited at the end Each end of term assessment:					

	- Recall forms quiz					
Learning at Home	Homework will be set and teacher assessed once per term (minimum). - Recall forms quiz					
Key Vocabulary	Safeguarding Cholesterol	Ambition Globalisation	Grooming Catfishing	Ally Oppression	Morality Multi-culturalism Rehabilitation	Conflict resolution Abstinence
Spiritual, Moral, Social and Cultural concepts covered	<p>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:</p> <ul style="list-style-type: none"> • be reflective about their own feelings, personal beliefs and values, whilst asking questions to gain a deeper understanding of the world around them • learn what is right and wrong, respect the law, understand consequences; investigate moral and ethical issues and offer reasoned views • appreciate the role of Britain’s parliamentary system • understand, accept, respect and celebrate diversity • appreciate diverse viewpoints; participate and cooperate; resolve conflict • develop and express personal opinions 					
Links to careers and the world of work	Gatsby Benchmark Career Standards met through the following lessons – Enterprise skills, proud to be me and careers choices, career interests and jobs, labour market information, exploring careers and building a community.					