

# YEAR 11 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
Topic	Your Future and Beyond (LBS)	Adult Health & Looking After Yourself (H & W)	Staying Safe Online & Offline (SSO)	Sexual Health (RSE)
Core Knowledge/ Developing Character  Threshold Concept	<ul style="list-style-type: none"> <li>Social media is not reflective of real life <b>INDEPENDENCE/ SELF AWARENESS/ CONFIDENCE</b></li> <li>Four main ways social media stresses people <b>INDEPENDENCE/ SELF AWARENESS/ CONFIDENCE</b></li> <li>Dangers associated with smart phone and screen addiction <b>SELF AWARENESS/ SELF REGULATION</b></li> <li>what makes a good environment to sleep and study in <b>SELF MOTIVATION/ SELF AWARENESS/ CONFIDENCE</b></li> <li>Benefits and drawbacks of increasing use and reliance on technology <b>SELF AWARENESS/ CONFIDENCE</b></li> <li>symptoms of stress <b>SELF MOTIVATION/ SELF AWARENESS/ CONFIDENCE</b></li> <li>Strategies to deal with exam stress</li> </ul>	<ul style="list-style-type: none"> <li>signs and symptoms of testicular cancer</li> <li>how to conduct a self-examination <b>INDEPENDENCE/ SELF AWARENESS/ CONFIDENCE/ SELF REGULATION</b></li> <li>signs and symptoms of breasts cancer</li> <li>how to conduct a self-examination <b>INDEPENDENCE/ SELF AWARENESS/ CONFIDENCE/ SELF REGULATION</b></li> <li>significance of a smear test and cervical screening <b>INDEPENDENCE/ SELF AWARENESS/ CONFIDENCE/ SELF REGULATION</b></li> <li>different forms of organ donation</li> <li>importance of giving blood <b>SELF REGULATION/ INDEPENDENCE/ KINDNESS/ SELF MOTIVATION</b></li> <li>the law is changing in relation to organ donation</li> <li>signs that someone may be pregnant</li> <li>range of options available to someone who is pregnant <b>INDEPENDENCE/ SELF AWARENESS/ CONFIDENCE/ SELF REGULATION</b></li> <li>range of methods to prevent pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>What is personal branding? <b>INDEPENDENCE/ SELF AWARENESS/ CONFIDENCE/ SELF REGULATION</b></li> <li>how to conduct an online audit of myself <b>INDEPENDENCE/ SELF AWARENESS/ CONFIDENCE/ SELF REGULATION</b></li> <li>The effects of social pressures and groups chats <b>SELF AWARENESS/ CONFIDENCE/ SELF REGULATION</b></li> <li>the negative impact Cosmetic and Aesthetic procedures <b>SELF AWARENESS/ CONFIDENCE/ SELF REGULATION</b></li> <li>the health risks associated with Virtual Reality <b>SELF AWARENESS/ CONFIDENCE/ SELF REGULATION/ INDEPENDENCE</b></li> <li><b>PCSO – One Punch Presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>the risks associated with house parties <b>INDEPENDENCE/ SELF AWARENESS/ CONFIDENCE/ SELF REGULATION</b></li> <li>how drinking alcohol impacts decision making <b>INDEPENDENCE/ SELF AWARENESS/ CONFIDENCE/ SELF REGULATION</b></li> <li>unhealthy features of a relationship <b>INDEPENDENCE/ SELF AWARENESS/ CONFIDENCE/ SELF REGULATION</b></li> <li>what impacts fertility for men and women</li> <li>changes that improve fertility</li> <li>the process of IVF treatment <b>SELF AWARENESS</b></li> </ul> <p><b>Drop down session – brook (Jan)</b></p> <ul style="list-style-type: none"> <li>where to access further support, guidance and advice about sexual health</li> </ul>

	<b>SELF MOTIVATION/ SELF AWARENESS/ CONFIDENCE</b>	<b>INDEPENDENCE/ SELF AWARENESS/ CONFIDENCE/ SELF REGULATION</b> <ul style="list-style-type: none"> <li>the legal position is on abortion in the UK</li> </ul> <b>INDEPENDENCE/ FAIRNESS/ CONFIDENCE</b> <ul style="list-style-type: none"> <li>range of views that are pro-life and pro-choice</li> </ul> <b>INDEPENDENCE/ SELF AWARENESS/ CONFIDENCE/ SELF REGULATION</b>	<b>3 R's Roadshow (SSO) – March</b> <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).</li> </ul> <b>SELF AWARENESS/ SELF REGULATION</b>	<ul style="list-style-type: none"> <li>which types of contraception would be best used by different types of people</li> <li>the way STI's spread and the groups at higher risk</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> <b>First Aid – Recap Basic Life Support /Bleeding</b>
<b>Why this learning now?</b>	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 (T2 & T6) and statutory RSE (T3).  Mixed block for LBS with wide range of topics, students looking at the wider world issues surrounding LGBTQ+. Student reflect on their study habits given the importance of exams in year 11.	Links to statutory health (T1, T2 & T4) and statutory RSE (T2).  Male students are moving into the at-risk category for testicular cancer, whilst the at-risk age for breast/cervical is older it is still essential we cover both for students' future health and well-being. Again, due to the increasing pressures young people face regarding sexual relationships we feel it's appropriate to cover the options available for someone who is pregnant at this point.	Links to statutory health (T2 & T5).  Students are looking at life beyond LJS and we teach them to appreciate how their digital footprint can prove to be important when seeking job opportunities.	Links to statutory health (T2) and statutory RSE (T3 & T6).  Mixed block for RSE with a wide range of topics, including looking at fertility so our students have an awareness that their lifestyle choices can have an impact on all aspects of health and well-being. Young people in this age category are more likely to be exposed to the pressures around parties, which brings increased risk with alcohol.
<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>			

Key Vocabulary	Dependence Validation	Malignant Moral Scapegoating	Augmented Disassociation Branding Denigration	Fertilisation Insemination Binge
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"> <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> <li>• appreciate diverse viewpoints; participate and cooperate; resolve conflict</li> <li>• develop and express personal opinions</li> </ul>			
Links to careers and the world of work	Gatsby Benchmark Career Standards met throughout year 7 – 10 in Learning4Life.			