

YEAR 9 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 4
Topic	Essential Life (LBS)	Physical Health & Mental Well-being (H & W)	Identity, Relationships and Sex Edu (RSE)	Law, Crime and Society (RBV)	Exploring World Issues (CDE)
Core Knowledge/ Developing Character Threshold Concept	<ul style="list-style-type: none"> How success comes from failure COURAGE/ SELF MOTIVATION/ CONFIDENCE Link between mental health and social media usage SELF AWARENESS/ SELF REGULATION/ CONFIDENCE How to keep online data safe SELF AWARENESS/ SELF REGULATION/ CONFIDENCE What happiness looks like for different people? SELF AWARENESS/ CONFIDENCE Strategies to deal with anger SELF REGULATION/ SELF AWARENESS How debt and borrowing money can impact on personal finance 	<ul style="list-style-type: none"> Impact HBT bullying has on society FAIRNESS/ KINDNESS/ INDEPENDENCE How support someone who is grieving KINDNESS/ COURAGE Unrealistic images online CONFIDENCE/ COURAGE/ SELF AWARENESS Strategies to manage self-esteem CONFIDENCE/ SELF AWARENESS The difference between self-harm and suicidal thoughts. CONFIDENCE/ COURAGE/ SELF AWARENESS 	<ul style="list-style-type: none"> The law regarding FGM in the UK FAIRNESS The law in relation to consent, sexual assault and rape CONFIDENCE/ SELF AWARENESS/ INDEPENDENCE Benefits of delaying sexual activity CONFIDENCE/ INDEPENDENCE Positive and negative reasons to have sex The ways HIV is transmitted from person to person Prejudice and discrimination HIV and AIDS sufferers face FAIRNESS/ KINDNESS 	<ul style="list-style-type: none"> Difference between extremism and terrorism FAIRNESS Different types of extremism that exist FAIRNESS Examples of terrorism FAIRNESS Why promoting British values helps to reduce extremism in the UK FAIRNESS/ SELF AWARENESS/ INDEPENDENCE Methods used by extremist groups to radicalize others How to think critically in order to keep myself safe SELF AWARENESS/ INDEPENDENCE 	<ul style="list-style-type: none"> Factors that cause conflict around the world Different ways to help support other countries Benefits of fair trade Why trade unions exist FAIRNESS/KINDNESS <p>3 R's Roadshow (SSO) - May</p> <ul style="list-style-type: none"> Identify risks and ways to reduce risk (smoking/vaping, alcohol, all drugs, criminal exploitation and impacts on mental health). SELF AWARENESS/ SELF REGULATION

	<p>SELF AWARENESS/ CONFIDENCE</p> <ul style="list-style-type: none"> Different ways of storing money 	<ul style="list-style-type: none"> Strategies to deal with stress, anger and trauma CONFIDENCE/ COURAGE/ SELF AWARENESS/ SELF REGULATION Latest research on cancer prevention SELF AWARENESS/ SELF REGULATION How diet, stress and life situations impact on physical health SELF AWARENESS/ SELF REGULATION 	<p>Drop Down Session (March)</p> <ul style="list-style-type: none"> What are STI's? (Main Types) Understand the term safe sex. To define the terms pleasure, masturbation and sexual activities risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high-risk activities benefits of delaying sexual activity 	<ul style="list-style-type: none"> What is counter terrorism? What is Anti-Semitism? <p>First Aid – Recap Basic Life Support / Head Injuries (Sports Day Drop Down)</p>	
<p>Why this learning now?</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 and Gatsby Benchmarks.</p> <p>This is students first opportunity to look at financial management having touched on 'what is money' in year 7.</p> <p>Student voice expressed a desire for more financial management.</p>	<p>Links to statutory health and statutory RSE.</p> <p>We don't start with this block as we want to give students time to feel safe and secure in the learning environment with their new class and teacher before teaching the difficult topics covered in this block.</p>	<p>Links to statutory RSE (T4, T5 & T6).</p> <p>This block is now considering the sexual aspect of some relationships, again increasing pressure on young people at this age.</p>	<p>Links to BV and citizenship.</p> <p>Students are starting to build views on society and with so much information online (sometime fakes) along with the dangers of grooming, young people can be left vulnerable.</p>	<p>Links to BV and SMSC.</p> <p>The CDE blocks in year 7 & 8 focused solely on equality and diversity within the UK, we broaden students' perspective and consider global issues in year 9.</p>

		However, we cover these topics as early as possible as many students will be struggling with additional pressures as they get older.		This block allows them to explore the facts and make informed decisions about their political views/beliefs.	
Assessment Opportunities:	<p>Every lesson has:</p> <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 <p>Each end of term assessment:</p> <ul style="list-style-type: none"> - Recall forms quiz 				
Learning at Home	<p>Homework will be set and teacher assessed once per term (minimum).</p> <ul style="list-style-type: none"> - Recall forms quiz 				
Key Vocabulary	Self-awareness Resilience Harassment	Insecure Phobia	Capacity Exploitation	Tolerance Narrative Radicalisation	Global Advocate NGO Fair Trade
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	<p>Gatsby Benchmark Career Standards met through the following lessons – failure to success, employment and financial managements, saving and managing money and importance of volunteering.</p>				