

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
Topic	Rights & Responsibilities (LBS)	Exploring Relationships and Sex Edu (RSE)	Health & Mental Well-being (H & W)	Violence & Seeking Safety (SSO)
Core Knowledge Threshold Concept	<ul style="list-style-type: none"> Methods for spotting fake news Importance of critical thinking unethical business practices employment rights and responsibilities deductions that are likely to come out of my salary when I'm older 	<ul style="list-style-type: none"> Consequences linked to sending and receiving sexts Ways to protect yourself from sextortion The law relating to cyber flashing and sexting Difference between examples of healthy and unhealthy masculinity The law in regard to sexual assault and rape What marriage and civil partnerships are, including rights and responsibilities Qualities to look for in a future partner Ways to end a relationship Impact of sexualisation of the media Domestic abuse and domestic violence Types of financial abuse 	<ul style="list-style-type: none"> the difference between mental health and mental illness Strategies to support someone with their mental health How to improve my emotional wellbeing the differences between self-harm and suicidal thoughts Child Sexual Abuse and where to access support Available local healthcare <p>3 R's Roadshow (SSO) – Sept/Oct</p> <ul style="list-style-type: none"> Identify risks and ways to reduce risk (smoking/vaping, alcohol, alcohol, prescription drugs, cannabis, nitrous oxide, cocaine, crack, MDMA/ecstasy, LSD/magic mushrooms). <p>First Aid – Bleeding (end of the year)</p>	<ul style="list-style-type: none"> The law relating to honour-based violence Risks associated with online gambling range of methods used by gaming companies to entice its players to spend money how to combat social media validation How to recognize an online scam how to protect myself and my family from being a victim of online fraud how to recognise modern day slavery Impacts of carrying a knife

		Drop Down Session (Jan) <ul style="list-style-type: none"> risks associated with a variety of different STI's importance of sexual Health Clinics (GUM) forms of contraception block, suppress and disable methods to reducing the risk of pregnancy what thrush is and the common symptoms of it in men and women what is and is not legal in terms of pornography. The differences between what is seen in porn and what happens in real life. 		
Why this learning now?	<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 (T2) and statutory RSE (T1, T2, T3, T6). Gatsby Benchmarks and financial education.</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>	<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>Research tells us that when young people receive RSE they are:</p> <ul style="list-style-type: none"> More likely to have consented to first sex, and for first sex to happen at an older age Less likely to be a victim or perpetrator of sexual violence More likely to seek help or speak out 	<p>Links to statutory health (T1, T2 & 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 & 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>

		<ul style="list-style-type: none"> • More likely to practice safe sex and have improved health outcomes 		
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 			
Key Vocabulary	Misinformation Disinformation Ethical	Consensual Masculinity Cohabitation Gas lighting	Anxiety Stigma Ailment	Dishonour Validation Exploitation Socio-economic
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 – Rights and responsibilities, employments rights and exploring a pay check.			