

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 4
Topic	Your Future and Beyond (LBS)	Adult Health & Looking After Yourself (H & W)	Sexual Health (RSE)
Core Knowledge Threshold Concept	<ul style="list-style-type: none"> Value of teamwork in the world of work and recognise examples of teamwork in day -to-day life Rights & responsibilities of employers & employees How discrimination & stereotypes might impact career choices What is personal branding? how to conduct an online audit of myself Strategies to deal with exam stress (in form time provision) 	<ul style="list-style-type: none"> signs and symptoms of testicular cancer how to conduct a self-examination signs and symptoms of breasts cancer how to conduct a self-examination significance of a smear test and cervical screening different forms of organ donation importance of giving blood the law is changing in relation to organ donation signs that someone may be pregnant range of options available to someone who is pregnant range of methods to prevent pregnancy possible consequences of violent behaviour and ways to deal with conflict <p>3 R's Roadshow (SSO) – September/October</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). 	<ul style="list-style-type: none"> the risks associated with house parties how drinking alcohol impacts decision making Healthy and unhealthy features of a relationship Wide range of risks associated with online relationships what impacts fertility for men and women and changes that improve fertility the process of IVF treatment <p>Drop down session – brook (Nov)</p> <ul style="list-style-type: none"> where to access further support, guidance and advice about sexual health which types of contraception would be best used by different types of people the way STI's spread and the groups at higher risk what is and is not legal in terms of pornography. The differences between what is seen in porn and what happens in real life.
	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.		

Why this learning now?	<p>Links to statutory health (T2 & T5, T6)</p> <p>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.</p>	<p>Links to statutory health (T1, T2 & T4) and statutory RSE (T2).</p> <p>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.</p>	<p>Links to statutory health (T2) and statutory RSE (T3 & T6).</p> <p>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.</p>
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 		
Key Vocabulary	<p>Delegate</p> <p>Negotiation</p> <p>Censorship</p>	<p>Malignant</p>	<p>Fertilisation</p> <p>Insemination</p> <p>Binge</p>
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 throughout year 7 – 10 in Learning4Life.</p>		