

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 5
Topic	Essential Life (LBS)	Physical Health & Mental Well-being (H & W)	Identity, Relationships and Sex Edu (RSE)	Digital safety (SSO)	Law, Crime and Society (RBV)
Core Knowledge Threshold Concept	<ul style="list-style-type: none"> How success comes from failure Link between mental health and social media usage How to keep online data safe What happiness looks like for different people? Strategies to deal with anger How debt and borrowing money can impact on personal finance Different ways of storing money 	<ul style="list-style-type: none"> Impact HBT bullying has on society How support someone who is grieving Unrealistic images online Strategies to manage self-esteem The difference between self-harm and suicidal thoughts. Strategies to deal with stress, anger and trauma Latest research on cancer prevention 	<ul style="list-style-type: none"> The law regarding FGM in the UK The law in relation to consent, sexual assault and rape Benefits of delaying sexual activity What is masculinity and Misogyny Positive and negative reasons to have sex The ways HIV is transmitted from person to person 	<ul style="list-style-type: none"> AI imagery rise and dangers AI dancers and scams Social media algorithms AI changing thinking Illegal behaviour online Deepfakes <p>In Sept 2027 this will be replaced with an RBV clock (current year 9's complete this in year 8 and the current year 8's are completing the digital safety block this academic year).</p>	<ul style="list-style-type: none"> Difference between extremism and terrorism Different types of extremism that exist Examples of terrorism Why promoting British values helps to reduce extremism in the UK Methods used by extremist groups to radicalize others How to think critically in order to keep myself safe What is Anti-Semitism? <p>First Aid – Recap Basic Life Support / Head Injuries</p>

		<ul style="list-style-type: none"> How diet, stress and life situations impact on physical health Effects of loneliness and strategies to tackle loneliness 	<ul style="list-style-type: none"> Prejudice and discrimination HIV and AIDS sufferers face <p>Drop Down Session (Feb)</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 	<p>3 R's Roadshow (SSO) - Jan</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). 	
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.				
	<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>Introducing a dedicated block of AI awareness is an important step in preparing students for an increasingly AI-driven world. As AI becomes more prevalent in education, employment, communication and everyday life, students need the knowledge, skills and critical</p>	<p>Links to BV and SMSC.</p> <p>Learning about law, crime and society in Year 9 helps students understand how society works, how laws protect people, and how individual choices can affect themselves and others. It also encourages students to think critically about fairness, responsibility and justice as they move towards adulthood.</p>

		However, we cover these topics as early as possible as many students will be struggling with additional pressures as they get older.		understanding to use these technologies safely, responsibly and effectively. This block allows them to explore the facts and make informed decisions about their political views/beliefs.	
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	Self-awareness Resilience Harassment Submissive	Insecure Phobia Trauma Validation	Consent Capacity Exploitation Misogynistic	Democracy Misinformation Misogyny Fraud	Conspiracy Tolerance Narrative Extremism Radicalisation
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 – failure to success, employment and financial managements, saving and managing money and importance of volunteering.				