



# Curriculum map – LIFE STUDIES

| YEAR 7   | AUTUMN 1                          | AUTUMN 2                              | SPRING 1   | SPRING 2                              | SUMMER 1                                      | SUMMER 2        |
|----------|-----------------------------------|---------------------------------------|--|---------------------------------------|---|-----------------|
| TOPIC(s) | Developing skills and aspirations | Families and Respectful Relationships | Respectful Relationships with others and Diversity | Careers and Financial decision making | Mental wellbeing and changing adolescent body | Physical Health |

| YEAR 7                  | AUTUMN 1  | AUTUMN 2  | SPRING 1   | SPRING 2  | SUMMER 1  | SUMMER 2   |
|-------------------------|---|---|--|---|---|--|
| What students will know | <p>The qualities of being aspirational</p> <p>What good self-esteem does and does not look like.</p> <p>Some of the dangers of social media particularly around keeping your account private</p> <p>What stereotyping, racism and prejudice is.</p> <p>Ethical shopping and a case study of Nike.</p> | <p>The difference between a healthy and unhealthy relationship in terms of friendships.</p> <p>The different types of family there are.</p> <p>The feelings associated with romantic relationships and have a toolkit with how to deal with these.</p> <p>The difference between bullying and banter.</p> | <p>The signs of cyber bullying and how to report it and get help with this.</p> <p>What a positive respectful relationship looks like online.</p> <p>What it means to be a British Citizen.</p> <p>What radicalization is, why are young people recruited into radical groups.</p> | <p>What skills do they have that could be transferable to the workplace.</p> <p>Use their interests to link with a suitable career for the future.</p> <p>The skills and qualifications needed for their dream job</p> <p>What a budget is and work out a budget for some case studies.</p> <p>The different types of financial products e.g debit card/credit card and what the advantages/disadvantages for using each one is.</p> <p>What a transaction is and why we must look out for and be wary of during common transactions.</p> | <p>The signs, symptoms and how/where to get help for depression.</p> <p>What anger is and a range of strategies for dealing with anger both for themselves and other people.</p> <p>The emotional impact that the physical changes of puberty can have on young people and how to deal with these feelings.</p> <p>What periods are and how these may impact a person's emotional state and some strategies to help this.</p> <p>What FGM is, who is at risk, the signs, the reasons why it happens and how to get help for this.</p> | <p>What it means to be healthy in terms of diet, sleep, mental health and lifestyle choices.</p> <p>The Food Groups that are healthy/unhealthy, the ratio of carbohydrates, proteins and veg/fruit that is healthy.</p> <p>The advice and the terminology on food labels and their importance.</p> <p>The consequences of an unhealthy lifestyle in terms of weight, mental health and physical health?</p> <p>The ingredients and dangers of drinking energy drinks in large volumes and at a younger age.</p> <p>The substances used in cigarettes and dangers of cigarettes and passive smoking</p> |

| YEAR 7                           | AUTUMN 1   | AUTUMN 2   | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2  |
|----------------------------------|--|--|--|--|--|---|
| What students will be able to do | <p><b>Key focus: Intellectual confidence</b></p> <p>Begin to communicate own views based on experiences. Use information given to ask simple questions and explore ideas</p> | <p><b>Key focus: Open minded</b></p> <p>Become aware that other people may have different ideas and beliefs and come from different backgrounds.</p>                               | <p><b>Key focus: Empathy</b></p> <p>Listen to others in pairs and small groups, present, and shares their ideas. Recognise the difference between right and wrong. Develop an awareness of who others are in the school and local community and have an opinion about change. Realise there are things they know and understand and things they do not</p> | <p><b>Key focus: Enquiring</b></p> <p>Identify, with guidance, questions and problems that interest them. With guidance, plan to undertake research, and collect, store and organise information relevant to the research.</p> | <p><b>Key focus: Empathy</b></p> <p>Listen to others in pairs and small groups, present, and shares their ideas. Recognise the difference between right and wrong. Develop an awareness of who others are in the school and local community and have an opinion about change. Realise there are things they know and understand and things they do not</p> | <p><b>. Key focus: Risk Taking</b></p> <p>Realise that things we do involve an element of risk taking in everyday situations and ways to approach those risks if they affect personal safety and wellbeing.</p> |
| Beyond the classroom             | My Hidden Chimp- Steve Peters  | Friends   Childline<br><a href="https://www.childline.org.uk/info-advice/friends-relationships-sex/...">https://www.childline.org.uk/info-advice/friends-relationships-sex/...</a> | What Is Cyberbullying   StopBullying.gov<br><a href="https://www.stopbullying.gov/cyberbullying/what-is-it">https://www.stopbullying.gov/cyberbullying/what-is-it</a>  | Career Guides For Young Adults - Youth Employment UK<br><a href="https://www.youthemployment.org.uk/careers-hub">https://www.youthemployment.org.uk/careers-hub</a>  | Puberty – Brook<br><a href="http://www.brook.org.uk/your-life/puberty/">www.brook.org.uk/your-life/puberty/</a>  | Staying healthy   Childline<br><a href="https://www.childline.org.uk/.../you-your-body/my-body/staying-healthy">https://www.childline.org.uk/.../you-your-body/my-body/staying-healthy</a>                      |