



Curriculum map – LIFE STUDIES

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC(s)	Achieving with Good Mental Health	Healthy Relationships With Others and Ourselves	Community and Diversity	Preparing for the wider world – Finance and Careers	Rights and Responsibilities	Our Health + Personal Safety
What students will know	<p>Poor decisions,; what we want to achieve from our time at school and what we need to work on to do this.</p> <p>Fixed or Growth Mindset and how we can apply those of a Growth Mindset to our own lives.</p> <p>ways to deal with anxiety.</p> <p>long and short-term consequences of sharing images of ourselves on the internet.</p> <p>How companies can use our images through 'implicit consent' and how selfie culture affects our personal body image.</p> <p>Workplace discrimination Equality Act 2010</p>	<p>eating disorders and their symptoms.</p> <p>good mental and physical health</p> <p>body image issues how media images are often unattainable</p> <p>warning signs of CSE and what we can do if we suspect a case of CSE.</p> <p>'red flags' that someone may be in an abusive relationship.</p> <p>how a person in an abusive relationship could receive help and the services they can access.</p> <p>strategies to resist peer pressure</p> <p>difference in herd mentality, herd behaviour and peer pressure</p> <p>difficulties that teenage parents face.</p>	<p>the successes of a contemporary celebrity who is both loyal to their religion and loyal to British values</p> <p>multiple personal identities, explaining our heritage and evaluating the impact of our cultures in helping to form Britain today.</p> <p>different LGBTQAI identities and what the community wants us to know about these.</p>	<p>How GCSE option choices would help them in their future career.</p> <p>How to research on unifrog</p> <p>enterprise skills in the workplace from examples.</p> <p>what would improve or worsen a person's employability in the eyes of employers.</p> <p>what does and does not make a positive online impression</p> <p>ways we can avoid debt and stay financially savvy</p>	<p>which circumstances UNICEF provide aid to children and why.</p> <p>how modern slavery and human trafficking happen and the risks they pose to the victims.</p> <p>Describe and explain the different types of aid and how the UK helps other countries in need.</p> <p>the current situation that faces humanity concerning meat farming and what we could do to bring about positive change</p> <p>difference between the way young offenders and adults are treated and what happens when young people commit crimes.</p> <p>the long term and short-term consequences of carrying knives and why knife crime is difficult to prevent.</p>	<p>negative effects of excessive alcohol drinking.</p> <p>the short- and long-term risks of illegal drug use.</p> <p>what could happen to our health if we don't look after our personal hygiene</p> <p>how to immediately treat an acid attack victim and explain why these attacks are on the increase.</p> <p>cases of self-harm, dematillomania, anxiety and depression.</p> <p>the impacts of antisocial behavior on our local community and the reasons for this behaviour.</p> <p>where to go get help.</p>

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What students will be able to do	<p>Key Focus: Empathy Recognise the role of others in the development of ideas. Develop their understanding of human rights with a stronger sense of justice, drawing on international events. Discuss their beliefs, ideas or behaviour with others in new or unfamiliar situations.</p>	<p>Key Focus: Intellectual Confidence Present and justify their own views using a diverse range of evidence. Identify questions and begin to refine them to clarify and deepen understanding. Select and organise evidence to explore questions and test hypotheses. Suggest answers based on evidence. Process and manipulate evidence and assess it for validity.</p>	<p>Key Focus: Open Minded Take an objective view of different ideas and beliefs, becoming more receptive to different ideas and beliefs based on the argument of others. Change their ideas should there be compelling evidence to do so. Appreciate the benefit of knowing, and working with, people from other cultures.</p>	<p>Key Focus: Enquiring Realise which information is useful and relevant and communicate analysis in an appropriate way. Consider why there are different viewpoints and begin to make connections between them. Challenge assumptions and make evidence-based assertions.</p>	<p>Key Focus: Empathy Recognise the role of others in the development of ideas. Develop their understanding of human rights with a stronger sense of justice, drawing on international events. Discuss their beliefs, ideas or behaviour with others in new or unfamiliar situations.</p>	<p>Key Focus: Risk Taking Try out new ideas in different situations, drawing on previous experience. Speculate on the outcomes of taking certain risks in unfamiliar situations.</p>
<u>Beyond the classroom</u>	The Silent Guides - Steve Peters	Abusive teenage relationships - The Children's Society	Sea Prayer - Dan Williams and Khaled HosseiniS	Your Basic Rights In Work - Youth Employment UK https://www.youthemployment.org.uk › your-basic-rig	Knife Crime - Safe4Me https://www.safe4me.co.uk	Young Minds Drug and Alcohol Advice