

Curriculum Progression Maps

Life



	Year 9	Year 10
Autumn 1	<p>Fake News?</p> <p>Reactivate Learning Link – Digital Me (Year 7 Autumn 2)</p> <p>Recognise Identify common sources of misinformation and disinformation present in digital and non-digital media. Understand strategies to verify information and critically evaluate sources.</p> <p>Respond Know when and where to request support to verify information and evaluate sources of fact and opinion. Know how to report harmful and extreme content to relevant organisations. Demonstrate when support online and in person can help verify and challenge sources of information.</p> <p>Resources</p> <p>https://-spotting-fake-news-pshe-education</p>	<p>Respect and Consent in Sexual Relationships</p> <p>Reactivate Learning Link – Healthy Relationships and Respect (Year 8 Spring 2) What is a crime and why do we punish? (Year 9 Spring 1)</p> <p>Recognise</p> <p>Know what sexual consent means in a range of contexts including within established relationships. Recognise features of controlling and coercive behaviour within relationships. Understand sexual and domestic violence, including rape, should be reported to the Police. Know how victims are supported by charities, health professionals and the Police.</p> <p>Respond</p> <p>Apply understanding confidently to examples and demonstrate understanding of strategies to intervene and support victims. Know when and where to report sexual and domestic violence and how to access support services.</p> <p>Resources</p>

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<p>Autumn 2</p>	<p>Animal Welfare</p> <p>Reactivate Learning Link – Fake News (Year 9 Autumn 1)</p> <p>Recognise Identify how human beings interact with animals and responsibilities towards their care and ethical treatment. Consider and evaluate the impact of human behaviour for animals and the environment.</p> <p>Respond Know when and where to seek advice about the care of animals and concerns about safety. Demonstrate understanding of how the harm extremist viewpoints and terrorist activity exploits concern for animals and the environment.</p> <p>Resources</p> <p>https://education.rspca.org.uk/</p>	<p>Protecting Sexual Health and Wellbeing</p> <p>Reactivate Learning Link – Sexual Health (Year 8 Summer 1) Respect and Sexual Consent in Sexual Relationships (Year 10 Autumn 1)</p> <p>Recognise Identify physical signs of sexual transmitted infection and understand the risks of specific sexual contact and intercourse. Know the importance of the role of testing and tracing in reducing infections in addition to the individual protect offered by the effective use of barrier contraception.</p> <p>Respond</p> <p>Know when and where to access sexual health support services online, in person including in an emergency. Feel confident to seek testing and use barrier contraceptive protection to myself safe and reduce risks to my sexual health and wellbeing.</p> <p>Resources</p> <p>https://equaliteach.co.uk/education/classroom-resources/ https://www.bbc.co.uk/bitesize/topics/z8dj6sg</p>
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<p>Spring 1</p>	<p>What is a crime and why do we punish?</p> <p>Reactivate Learning Link – Healthy Relationships and Respect (Year 8 Spring 2)</p> <p>Recognise</p> <p>Identify features of criminal behaviour and evaluate risk factors which may influence individual actions. Know and understand how the law is intended to protect society the role of the police in enforcement. Evaluate how effective sanctions, including community rehabilitation and the prison system, are in reducing criminal behaviour.</p> <p>Respond</p> <p>When and where to get help from interventions including local Police team if I am victim of crime. Know how to seek help if I am concerned that I am at risk of criminal exploitation.</p> <p>Resources</p> <p>https://www.safe4me.co.uk/wp-content/uploads/2019/02/Fearless_CountyLinesResource_18pp_V2_online.pdf</p>	<p>Pregnancy and Parenting</p> <p>Reactivate Learning Link – Protecting Sexual Health and Wellbeing (Year 10 Autumn 2)</p> <p>Recognise</p> <p>Identify stages of development during pregnancy and the implications for emotional and physical health and wellbeing. Know the legal status of termination in the UK and how the process is supported and advice and counselling offered to all those who may be affected. Know how miscarriage affects pregnancy and where to seek help and support. Understand that emotional wellbeing can affect all parents and the specific support for individuals and families.</p> <p>Respond</p> <p>Know when and where to seek support before and during pregnancy online and within local community. Demonstrate understanding of how emotional wellbeing can be supported during and after pregnancy including local support and online advice for new parents and families.</p> <p>Resources</p> <p>https://www.mind.org.uk/information-support/types-of-mental-health-problems/postnatal-depression-and-perinatal-mental-health/about-maternal-mental-health-problems/</p> <p>https://www.tommys.org/baby-loss-support/miscarriage-information-and-support/support-after-miscarriage</p>
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Spring 2	<p>Prejudice and Discrimination</p> <p>Reactivate Learning Link – Diverse Communities (Year 8 Autumn 2) Healthy Relationships (Year 8 Spring 2)</p> <p>Recognise</p> <p>Identify and explain how stereotyping and prejudice cause harm to individuals and communities. Understand the historical and current examples of discrimination in context. Explore strategies challenge discrimination and promote acceptance within communities.</p> <p>Respond</p> <p>Know when and where to seek help and support if I experience prejudice and discrimination. Demonstrate values of acceptance and model inclusive behaviour within the community.</p> <p>Resources</p> <p>https://www.stonewall.org.uk/ https://www.hopenothate.org.uk/ https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/ -discrimination</p>	<p>Fertility and Families</p> <p>Reactivate Learning Link – Pregnancy and Parenting (Year 10 Spring 1)</p> <p>Recognise</p> <p>Explore responses to infertility and know the range of support available for individuals and families. Identify alternative routes to parenting and families evaluate the role of assisted reproduction, donors and surrogacy. Know how the process of adoption supports children and develops family and parenting opportunities.</p> <p>Respond</p> <p>Know when and where to seek support if I am concerned about harmful behaviour in a relationship from a trusted adult, online and in person within my community. Demonstrate how the law protects young people and people in relationships including specific protection for consent.</p> <p>Resources</p> <p>https://fertilitynetworkuk.org/ https://www.adoptionuk.org/</p>

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<p>Summer 1</p>	<p>Human Rights</p> <p>Reactivate Learning – Diverse Communities (Year 8 Autumn 2) What is a crime and why do we punish? (Year 9 Spring 1) Prejudice and Discrimination (Year 9 Spring 2)</p> <p>Recognise</p> <p>Know how human rights have become internationally recognised through the United Nations. Evaluate how human rights can protect individuals and democracy in current contexts. Understand reasons people become refugees, migrants and asylum seekers. Know how human rights protect vulnerable individuals from exploitation, trafficking and modern slavery.</p> <p>Respond</p> <p>Apply understanding of human rights to examples in a current and historical context. Demonstrate understanding of how seek support if I am concerned about my own safety of the safety of a peer who is at risk of exploitation, trafficking and modern slavery.</p> <p>https://www.un.org/en/visit/for-teachers</p> <p>https://www.modernslaveryeducation.com/take-action</p>	<p>Sexual Images and Consent</p> <p>Reactivate Learning – Respect and Consent in Sexual Relationships (Year 10 Autumn 1)</p> <p>Recognise</p> <p>Identify and explain reasons why a young people may feel expectation and pressure to share sexual images of themselves with others. Know how the law protects young people and where to seek advice and support if an image is shared. Know the impact of legally available pornography for relationships and how content may have a harmful impact upon expectations and understanding of consent. Know how to report sexual images of young people and to seek support if an image of an adult is used to exploit or humiliate.</p> <p>Respond</p> <p>Apply knowledge and demonstrate clear understanding of the protection provided in law for young people and when and where to report concerns. Develop a range of strategies to evaluate risks and avoid harm when using social media.</p> <p>Resources</p> <p>https://www.thinkuknow.co.uk/14_plus/</p> <p>https://www.safe4me.co.uk/portfolio/harmful-sexual-behaviour/</p>
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<p>Summer 2</p>	<p>Substance Misuse</p> <p>Reactivate Learning – Lifestyle Choices (Year 7- Lifestyle Choices) What is a crime and why do we punish? (Year 9 Spring 1)</p> <p>Recognise Develop my understanding of the harm that use of illegal substances causes for individual and communities. Identify strategies to manage social pressure to use substances which can be harmful and prioritise my physical and emotional wellbeing. Know how criminal exploitation can target young people to be become involved in using and supplying illegal drugs.</p> <p>Respond Know when and where to seek support from trusted adults at home and in school if I need help to manage pressure to misuse illegal substances. Evaluate a range of strategies to manage pressure and situations which may be harmful to my physical and emotional wellbeing. Know when and where to report concern about exploitation including the Police and other emergency services.</p> <p>Resources https://riseabove.org.uk/tag/drinking-smoking-drugs/</p>	<p>Emotional Wellbeing</p> <p>Reactivate Learning – (Year 9 Summer 2 Substance Misuse)</p> <p>Recognise Know and understand how to identify factors which influence our emotional and physical wellbeing including stress and sleep. Identify features of concern linked to emotional wellbeing including self-harm and eating disorders. Know how to seek support in the event I experience suicidal thoughts or feel concerned for the safety of others.</p> <p>Respond Demonstrate clear understanding of effective strategies to promote and support emotional resilience. Know when and where to seek support, including from health professionals, if I experience concern about emotional wellbeing. Know how to identify and request emergency support if I experience or witness a mental health crisis.</p> <p>Evaluate the range of support and know the role of Childline and Kooth 1-1 chat services if I need to access help at anytime.</p> <p>Resources https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview</p>

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	https://learning.nspcc.org.uk/child-abuse-and-neglect/county-lines	
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Year 11

Moving Forward

Recognise

Know and understand the range of further education, training and employment options available locally and nationally. Identify how skills, interests and experiences can inform choices. Research options and complete the process of applying to range of providers to ensure effective and flexible planning for next steps.

Respond

Apply understanding confidently to application process including the skills required to present professionally and prepare for interview. Demonstrate and apply communication, presentation and interpersonal skills developed at school to workplace and further education settings.

Resources

<https://grofar.com/>

<https://www.startprofile.com/>

<https://www.logonmoveon.co.uk/>

Challenging Extremism

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Reactivate Learning Link – Prejudice and Discrimination (Year 9 Spring 1) Human Rights (Year 9 Spring 2)

Recognise

Identify strategies and tactics used to groom and exploit online. Understand the role of democracy and human rights protection of free speech and democracy. Consider the balance between freedom and security in a range of present contexts. Evaluate the role of censorship and control of the media in challenging and supporting democratic government.

Respond

Know when and where to access support if I am concerned about grooming online including reporting to the Police. Demonstrate understanding of strategies to legitimately protest and express opinions in a democracy.

Resources

<https://equaliteach.co.uk/education/classroom-resources/>

<https://www.safe4me.co.uk/portfolio/prevent-radicalisation-and-extremism/>



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The Importance of Nurture for the Development of Wellbeing

The principles of Nurture are important in supporting a student to feel that they are safe, their basic needs are met (pastoral support - food, drink, emotional, physical support) . Therefore, the student is ready to learn (Maslow's Hierarchy of Need).

All aspects of learning in Life include the development of well-being and the understanding of well-being in others including explicit teaching of strategies to promote opportunities for self-regulation and resilience building.

All Behaviour is Communication

As part of Scalby School behaviour policy C3's and C4's are recorded. This information is monitored and followed up via the Pastoral Protocol. In the classroom teaching staff and assistant teachers are aware of the wellbeing of students. Teachers understand that behaviour can be an indicator that a student is in need of additional support. Behaviours which are a cause for concern are raised with Pastoral or SEND teams so the correct intervention and support can be put in place. These include learning concerns which are raised as an SEN short note which trigger investigation into the need for exam access arrangements.

The Importance of Transitions in Children's Lives

The Life department supports student transitions in to y7 by liaising with our feeder primary schools and having an input in to the RSHE curriculum at those schools. Once they start in Y7 we recap basic skills from primary so that everyone is at the same starting point.

As a core subject for all students, the Life curriculum supports students emotional wellbeing through a series educational and personal milestones. Equal emphasis is placed upon learning about the emotional and physical experience of puberty and preparation for next educational steps at KS3 and post 16 transitions.

Post 16 transitions are supported by liaising with a range of local further education provision, apprenticeships and career support services.

Language is a vital form of communication

Whole school focus on vocab in **Life** we teach topic specific keywords and use glossaries for KS4.

In **Life** key vocabulary is explored throughout topics to equip students with vocabulary to express their emotions and thoughts effectively and is a focus in all topics across KS3 and KS4.

In Life we do presentations and verbal assessments which we differentiate to each student to encourage them to take part in group activities with other students.

The classroom offers a safe base

In the **Life** department we have high level of expectations with regards to behaviour and engagement in lessons. We follow the Scalby school behaviour for learning system (outlined on P8 of student planner), have a recognised Matrix and seek support from Active Patrol SLT. Pupils feel safe in the predictability of whole school standards being upheld by all staff across the department.

Children's Learning is understood developmentally

Teachers have completed SEN Provision Maps for each class that they teach. This is saved on Pedagogy platform for all teachers in the department to access. We use the Sen register and my profile documents to plan lessons. In both KS3 and KS4 we use to support all students with note taking and dyslexia friendly strategies including the use of coloured paper and overlays.

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