Curriculum Progression Maps

Life

Year 7	Year 8
Emotional Resilience Recognise Features of our emotional wellbeing and strategies to support wellbeing Respond When and where to get help from trusted adults and emotional support services online and in the community Resources DEAL (Developing Emotional Awareness and Listening) https://www.samaritans.org/how-we-can-help/schools/deal/	**Kindness and Caring** Reactivate Learning Link -Emotional Resilience (Year 7 Autumn 1) Recognise Explore and identify the value and benefit of kindness and caring for others for own emotional and social wellbeing. Know about informal and formal caring opportunities and how these roles are valued in communities and society. Respond Demonstrate opportunities to be kind and care in my own life and know how to access opportunities to develop my skills to support others. Know when and where to access support for carers including the specific support for young people who provide care and their families. Resources https://www.carersresource.net/

Curriculum Progression Maps

Life

Digital Me!

Recognise

Benefits and challenges of creating and managing social media profiles safely.
Identify risks to my own and others safety including safeguarding my digital footprint. Evaluate the choices I will be able to make when I am 13 and able to access social media.

Respond

Know and be able to demonstrate a range of strategies to secure social media and online identity and mange contact safely. Know where and when to seek support and report online activity which is harmful from trusted adults and other recognised support organisations who can keep me safe.

Resources

https://www.thinkuknow.co.uk/14_plus/Need-advice/Digital-footprint/

Diverse Communities

Reactivate Learning Link – Life The Universe and Everything (Year 7 Spring 2) Digital Me (Autumn 2 Year 7)

Recognise
Identify the features of individual and shared identities. Explore the values we share with others and diversity in expression of identity in our local and national communities. Understand the heritage we share in our communities and the celebration of culture we experience within the UK.

Respond
Know how to respect identity and heritage in the community through my knowledge and understanding. Know when and where to report if I experience behaviour which does not respect diversity and inclusion in the community or online.

Resources

https://equaliteach.co.uk/education/classroom-resources/
https://www.bbc.co.uk/bitesize/topics/z8dj6sg

Life

It's Not OK

Recognise
Features of healthy relationships and when behaviour is harmful and needs to be reported. What to do if I feel unsafe and strategies to report and the support I can expect.

Respond
When and where to get help from trusted adults and what to do if I feel my usual support network is not available to me. How and when to report the behaviour of peers and adults who I feel concerned about online, in person and in the event of an emergency.

Resources

NSPCC 'It's Not OK' Becky (in person grooming) Mikey (anger management/sexual expectation) Leanne (child sexual exploitation) Harry (sexual images) (https://learning.nspcc.org.uk/research-resources/schools/its-not-ok

Families and Parenting

Reactivate Learning Link – It's Not Ok (Year 7 Spring 1) and Kindness and Caring (Year 8 Autumn 1)Diverse Communities (Year 8 Autumn 1)

Recognise
Identify family structures and their benefits and challenges in the care of children. Understand the role and responsibilities of parenting a child and how a range of parenting styles impact upon healthy child development.

Respond

Know when and where to seek support for families and parents/carers in our local community and online, including in a crisis. Demonstrate respect for a range of family structures and understand how these families meet the needs of children.

Resources

https://www.home-start.org.uk/
https://www.stonewall.org.uk/resources/different-families-same-love-pack

Curriculum Progression Maps

Life

Life, The Universe and Everything

Recognise

Explore my own and other viewpoints about the purpose and origin of human existence. Recognise alternative points of view and religious faith and non-religious responses.

Respond

Listen to the opinions of other and demonstrate empathy with views which challenge my own.

Resources

https://www.truetube.co.uk/ Ontological, Cosmological and Design Arguments for the existence of God. Do we have a soul? Is there life after death?

Healthy Relationships and Respect

Reactivate Learning Link –Digital Me! (Year 7 Autumn 2 It's Not Ok (Year 7 Spring 1)

Recognise

Identify features of healthy and unhealthy relationships including grooming and exploitation. Understand how consent and respect are essential to all relationships including legal protection. Explore and evaluate strategies to help to recognise and respond immediately to my own and others concern about harmful behaviour.

Respond

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.

Resources

https://www.thinkuknow.co.uk/professionals/resources/exploited

Curriculum Progression Maps

Life

https://www.childline.org.uk/

Lifestyle Choices?

Reactivate Learning – Emotional Wellbeing (Autumn 1)

Recognise

Know and be able to identify the harm caused by smoking and alcohol including passive smoking and drink driving. Identify strategies to manage pressure from peers and reasons why my choices will affect my physical and emotional health outcomes.

Respond

Demonstrate strategies and evaluate responses to the challenge of pressure from peers and society. Know when and where to seek support from the NHS and within the community if I need help with issues relating to smoking alcohol.

Sexual Health

Reactivate Learning – Health Relationships and Respect (Year 8 Spring 2)

Recognise

Identify and explain how sexual contact and sexual intercourse can result in a sexually transmitted infection or pregnancy. Understand how protection and contraception can reduce these risks and that only not having any sexual contact with a person can remove the risk completely.

Respond

Know where and when to get support with questions I may have about sexual health including online and in person advice and support. Demonstrate strategies to initiate and manage conversations about using contraception and protection in sexual relationships.

Curriculum Progression Maps

Life

Managing My Emotional and Physical Wellbeing During Puberty.

Reactivate Learning – Emotional Resilience (Autumn 1) and It's Not OK (Spring 1)

Recognise

Develop my understanding of the emotional and physical changes people experience during puberty, including explore and recognising my sexuality. Understand the challenges and range of responses individuals may experience during this stage of development. Identify and explore strategies to manage these changes effectively to enable me to have a positive experience of the transition from child to adult. Know about the harm cause by Female Genital Mutilation. Understand the role

Marriage and Civil Partnerships

Reactivate Learning – Healthy Relationships and Respect (Year 8 Spring 2)

Recognise

Know and understand the legal status of marriage in the UK and why it is valued in many religious communities and in non-religious contexts. I know that marriage should never be forced and how people who are not married and in relationships are protected by the law.

Respond

Know when and where to seek support from trusted adults at home and in school if I need help to manage changes. Evaluate the range of support and know the role of Childline and Kooth 1-1 chat services if I need help with an issue I am struggling to talk about face to face. Know where to report

of the menopause and impact for emotional and physical wellbeing including fertility.

Respond

Know when and where to seek support from trusted adults at home and in school if I need help to manage changes. Evaluate the range of support and know the role of Childline and Kooth 1-1 chat services if I need help with an issue I am struggling to t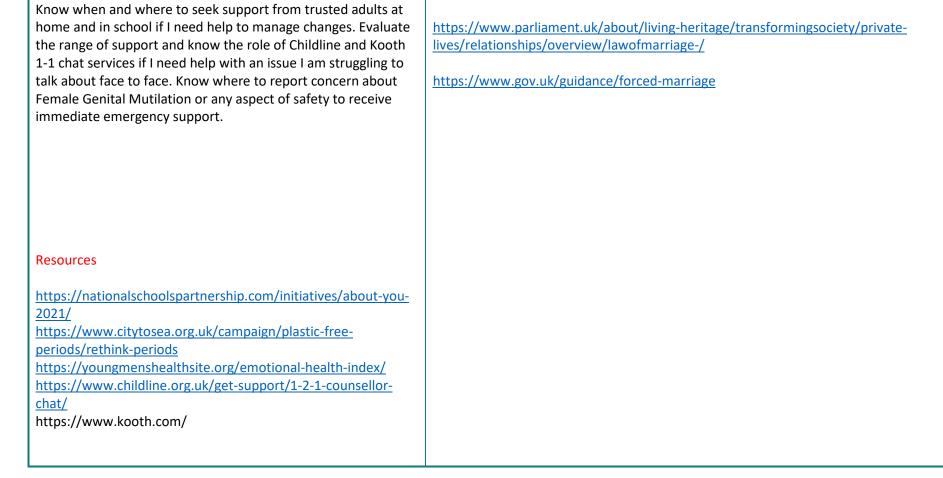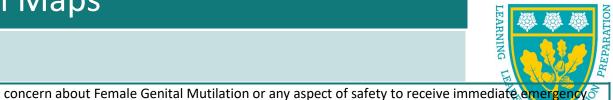alk about face to face. Know where to report concern about Female Genital Mutilation or any aspect of safety to receive immediate emergency support.

Resources

https://nationalschoolspartnership.com/initiatives/about-you-2021/
https://www.citytosea.org.uk/campaign/plastic-free-periods/rethink-periods
https://youngmenshealthsite.org/emotional-health-index/
https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/
https://www.kooth.com/

concern about Female Genital Mutilation or any aspect of safety to receive immediate emergency support.

Resources

https://www.parliament.uk/about/living-heritage/transformingsociety/private-lives/relationships/overview/lawofmarriage-/

https://www.gov.uk/guidance/forced-marriage

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 overlay.

Curriculum Progression Maps

Life