

## Lifeology 7 Year Curriculum Plan:

*At its core, Lifeology is the study of life; the big decisions, the big questions and the vital tools for a happy and healthy life. At St Mark's Lifeology empowers students by providing the necessary information, tools and skills to become a well rounded, active citizens during their time at school and beyond.*

*All students will cover a range of topics that fall into our three big ideas Character, Community, Comfort and Care. For each half term, there is a central question that students will reflect on, the Big Idea question.*

*In Lifeology students are shown a variety of different backgrounds through engaging with case studies and personal testimonies. Students are empowered by being encouraged to draw on their own lived experiences.*

### **Big Ideas:**

1. Character - Me, myself and I.
2. Community - Living together.
3. Comfort - Living well.
4. Care - Being safe.

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	<u>Year 12</u>	<u>Year 13</u>
<b>Autumn A</b>	<p>Adjusting to Secondary School</p> <p>Big Idea: <b>Character</b></p>	<p>Human Rights &amp; Values in Britain</p> <p>Big Ideas: <b>Character &amp; Community</b></p>	<p>Discrimination and Prejudice</p> <p>Big Idea: <b>Character &amp; Community</b></p>	<p><i>Growing up in Merton: Sexual Harassment</i></p> <p>Big Idea: <b>Comfort</b></p>	<p>First Give Project: Active Citizenship</p> <p>Big Idea: <b>Community &amp; Character</b></p>	<p>What are my options? University and higher education</p> <p>Big Idea: <b>Character</b></p>	<p>Reclaiming your Faith Today: Modern Theology: Black Theology and Feminist Theology</p> <p>Big Idea: <b>Character</b></p>

<b><u>Autumn A Big Questions</u></b>	<i>What values are important to me and how do they enable me to be part of my community?</i>	<i>Which values are important in society and how do they protect my human rights?</i>	<i>How do examples of discrimination and prejudice fail to uphold British Values and prevent people from living together harmoniously?</i>	<i>Why does learning about gender-based violence and sexual harassment in school support our community to live well together?</i>	<i>How can I create meaningful change in my local community?</i>	<i>How can having an idea of what you want to do after school enable you to live well?</i>	<i>How have traditional religious viewpoints excluded certain groups and contributed to discrimination and prejudice?</i>
<b><u>Key Vocabulary</u></b>	<i>Tier 2: conflict, values, influence, comfort, character, care, community.</i>  <i>Tier 3: bullying, reflection.</i>	<i>Tier 2: stereotype, assumption, oppression.</i>  <i>Tier 3: discrimination, prejudice, sexism, ableism, homophobia, transphobia, racism.</i>	<i>Tier 2: stereotype, assumption, oppression.</i>  <i>Tier 3: discrimination, prejudice, sexism, ableism, homophobia, transphobia, racism.</i>	<i>Tier 2: oppression, harassment, consent, unsolicited, abuse.</i>  <i>Tier 3: gender-based violence, sexting, upskirting.</i>	<i>Tier 2: pressure, activism, activist.</i>  <i>Tier 3: lobbying, pressure groups, demonstration, petition, digital democracy.</i>	<i>Tier 2: sector, career.</i>  <i>Tier 3: private sector, public sector, bachelors, masters, degree, apprenticeship, russell group.</i>	<i>Tier 2: feminism, equality, theology, systemic, equality, equity, gendered, liberation, historic., hierarchy, patriarchy.</i>  <i>Tier 3: racism, sexism, homophobia, transphobia, malecentric, trinity, triune.</i>
<b><u>Autumn B</u></b>	<b>Stewardship - how can I look after my planet?</b>  <b>Big Idea: Community</b>	<b>Growing up in Merton - online and the media.</b>  <b>Big Idea: Community &amp; Care</b>	<b>Careers - What do I want to do?</b>  <b>Big Idea: Character</b>	<b>Mental wellbeing &amp; your GCSEs</b>  <b>Big Idea: Comfort</b>	<b>First Give Project: Active Citizenship</b>  <b>Big Idea: Community &amp; Character</b>	<b>Sexual Harassment</b>  <b>Big Idea: Comfort</b>	<b>Sexual Harassment</b>  <b>Big Idea: Comfort</b>
<b><u>Autumn B Big Questions</u></b>	<i>How does upholding the value of Stewardship help my global community to live well?</i>	<i>How should I behave in the worldwide online community to protect my wellbeing and the well-being of others?</i>	<i>Why is it important to have an idea of what career path you want to pursue as a teenager?</i>	<i>How is looking after my mental wellbeing important for living well during my GCSE years?</i>	<i>How can I create meaningful change in my local community?</i>	<i>Why does learning about gender-based violence and sexual harassment in school support our community to live well together?</i>	<i>Why does learning about gender-based violence and sexual harassment in school support our community to live well together?</i>
<b><u>Key Vocabulary</u></b>	<i>Tier 2: climate, recycle, food miles, compost, landfill, duty, obligation.</i>  <i>Tier 3: stewardship.</i>	<i>Tier 2: digital, citizenship, bullying, safeguard.</i>  <i>Tier 3: e-safety, digital footprint, grooming, cyber bullying, social</i>	<i>Tier 2: sector, employability, industry.</i>  <i>Tier 3: private sector, public sector, STEM sector, creative industry.</i>	<i>Tier 2: wellbeing, stress, spectrum, preventative, mental, wellbeing, wellness, toxic, depression.</i>  <i>Tier 3: chronic stress,</i>	<i>Tier 2: pressure, activism, activist.</i>  <i>Tier 3: lobbying, pressure groups, demonstration, petition, digital</i>	<i>Tier 2: oppression, harassment, consent, unsolicited, abuse.</i>  <i>Tier 3: gender-based violence, sexting, upskirting.</i>	<i>Tier 2: oppression, harassment, consent, unsolicited, abuse.</i>  <i>Tier 3: gender-based violence, sexting, upskirting.</i>

		<i>media, new media, traditional media.</i>		<i>anorexia, bulimia, binge eating, body image.</i>	<i>democracy.</i>		
<b><u>Spring A</u></b>	<b>Changing Adolescent Body - Knowing and looking after your body</b>  <b>Big Idea: Comfort</b>	<b>Stewardship - Environmental Activism</b>  <b>Big Idea: Community &amp; Character</b>	<b>Families &amp; Respectful Relationships</b>  <b>Big Idea: Comfort &amp; Care</b>	<b>Stewardship - How can citizens enact change in society?</b>  <b>Big Idea: Community &amp; Character</b>	<b>Identity: Who Am I?</b>  <b>Big Idea: Character</b>	<b>Financial Capability</b>  <b>Big Idea: Comfort</b>	<b>Leading a healthy lifestyle after leaving home</b>  <b>Big Idea: Comfort &amp; Care</b>
<b><u>Spring A Big Questions</u></b>	<i>What sort of changes happen during puberty and how could this affect someone's self-worth and self-perception?</i>	<i>How does upholding the value of Stewardship empower my community to strive to change?</i>	<i>What characteristics make a good romantic relationship compared to a toxic relationship?</i>	<i>What can I do to live out the value of Stewardship and enact change in the worldwide community?</i>		<i>Why is learning how to be financially capable important for living well when I leave St Mark's?</i>	<i>How can I live well once I have left home?</i>
<b><u>Key Vocabulary</u></b>	<i>Tier 2: hygiene, wellbeing, maturity, adolescence.</i>  <i>Tier 3: body image, puberty, menstrual.</i>	<i>Tier 2: pressure, demonstration, social change.</i>  <i>Tier 3: activism, stewardship, pressure group, lobbying.</i>	<i>Tier 2: healthy, conduct, platonic, abusive, intimate.</i>  <i>Tier 3: consent.</i>	<i>Tier 2: pressure, activism, activist.</i>  <i>Tier 3: lobbying, pressure groups, demonstration, petition, digital democracy.</i>	<i>Tier 2: identity, values, multidimensional, multifaceted, sexuality, gender, culture, duty, responsibility.</i>  <i>Tier 3: multidimensional identity, freedom of religion, human rights.</i>	<i>Tier 2: national, budgeting, income, outgoings, tax, benefits, social security, financial, finance, pension, debt.</i>  <i>Tier 3: common contribution, national insurance, council tax, income tax, universal credit, credit, debit.</i>	<i>Tier 2:</i>  <i>Tier 3:</i>
<b><u>Spring B</u></b>	<b>Mental Wellbeing - How to look after your mental wellbeing</b>  <b>Big Idea: Care</b>	<b>Families &amp; Respectful Relationships (friendships)</b>  <b>Big Idea: Community &amp; Character</b>	<b>Growing up in Merton - youth violence and gang activity, grooming.</b>  <b>Big Idea: Care</b>	<b>Intimate sexual relationships &amp; safe sex</b>  <b>Big Idea: Care</b>	<b>Growing up in Merton - online and the media.</b>  <b>Big Idea: Community</b>	<b>Intimate sexual relationships and sexual health (RE Focus)</b>  <b>Big Idea: Care &amp; Community</b>	<b>The Media in the 21st Century</b>  <b>Big Idea: Community</b>

<b><u>Spring B Big Questions</u></b>	<i>How is looking after my mental wellbeing important for living well?</i>	<i>What characteristics make a good friendship compared to a toxic friendship?</i>	<i>What risks do I need to consider when making calculated decisions in my local community to keep myself safe?</i>	<i>What needs to be considered before entering into a sexual relationship?</i>		<i>Why does learning about different religious viewpoints on sexuality promote British Values?</i>	<i>How have the developments in the media in the last 10 years demand that we take greater care when we are using new forms of media?</i>
<b><u>Key Vocabulary</u></b>	Tier 2: mindful, wellbeing.  Tier 3: meditation, mindfulness, serotonin, endorphins.	Tier 2: bullying, bystander, platonic, familial, toxic, psychological.  Tier 3: cyber bullying.	Tier 2: risk, hazard, culture, vulnerable.  Tier 3: gangs, grooming, county lines.	Tier 2: consent, barrier, preventative, communication, emotion, intimate, platonic.  Tier 3: STD, STI, contraception, chlamydia, gonorrhoea, syphilis, HIV, AIDs, herpes.	Tier 2: digital, safeguard, employability, bullying.  Tier 3: digital footprint, e-safety, grooming, cyber bullying.	Tier 2: consent, barrier, preventative, communication, emotion, intimate, platonic, abstinence, procreation, natural, celibacy, chastity.  Tier 3: STD, STI, contraception, natural contraception, artificial contraception, permanent contraception, chlamydia, gonorrhoea, syphilis, HIV, AIDs, herpes.	Tier 2: digital, safeguard, employability, bullying, anonymity, press.  Tier 3: digital footprint, e-safety, grooming, cyber bullying, echo chamber, new media, traditional media, fake news, radicalisation.
<b><u>Summer A</u></b>	<b><i>Growing up in Merton - celebrating the diversity of our community.</i></b>  <b>Big Idea: Community</b>	<b><i>Mental Wellbeing - what could affect your mental wellbeing?</i></b>  <b>Big Idea: Comfort</b>	<b><i>Healthy Lifestyles &amp; Mental Wellbeing</i></b>  <b>Big Idea: Care</b>	<b><i>Structural Discrimination and Prejudice</i></b>  <b>Big Idea: Community</b>		<b><i>Religion and the Media (RE)</i></b>  <b>Big Idea: Community</b>	
<b><u>Summer A Big Questions</u></b>	<i>Why is it important to celebrate the diversity of my community?</i>	<i>How can your wellbeing be impacted negatively as a teenager?</i>	<i>How can living a healthy lifestyle positively affect your mental wellbeing?</i>	<i>Does society overlook some groups' fundamental human rights and fail to uphold British Values?</i>		<i>How does the media help and hinder religions in the modern-day?</i>	
<b><u>Key Vocabulary</u></b>	Tier 2: diverse, theist, atheist, agnostic.  Tier 3: discrimination,	Tier 2: anxiety, stress, mindfulness, meditation, wellbeing, wellness.	Tier 2: health, lifestyle, moderation, balance.  Tier 3: wellbeing,	Tier 2: discrimination, oppression, prejudice, stereotype, employer, jury, judge, legislation.		Tier 2: freedom, press, inform, uncover, hold to account, campaign, values, censorship.	

	<i>prejudice, stereotype, homosexual, heterosexual, bisexual, a sexual.</i>	<i>Tier 3: chronic stress, depression, anorexia, bulimia, binge eating, body image.</i>	<i>obesity, anorexia, bulimia, binge eating, diet.</i>	<i>Tier 3: unconscious bias, racism, sexism, homophobia, transphobia, ableism.</i>		<i>Tier 3: new media, traditional media, islamophobia, radicalisation, echo chamber.</i>	
<b>Summer B</b>	<b>Study Skills - preparing for exams</b>  <b>Big Idea: Comfort</b>	<b>Financial Capability</b>  <b>Big Idea: Comfort</b>	<b>Drugs, Alcohol and Tobacco</b>  <b>Big Idea: Care</b>	<b>Careers - What do I want to do?</b>  <b>Big Idea: Care</b>		<b>Discrimination and Prejudice</b>  <b>Big Idea: Community &amp; Character</b>	
<b>Summer B Big Questions</b>	<i>Why do I need to learn how to learn?</i>	<i>How does learning how to manage my finances ensure that when I grow up I will live well?</i>	<i>What risks do I need to consider when making careful decisions about drugs, alcohol and tobacco in the future?</i>	<i>Why is it important to have an idea of what career path you want to pursue as a teenager?</i>		<i>How do examples of discrimination and prejudice overlook some groups' fundamental human rights and fail to uphold British Values?</i>	
<b>Key Vocabulary</b>	<i>Tier 2: memory, cognition, retrieval, revision, burnout.</i>  <i>Tier 3: cognitive overload, metacognition.</i>	<i>Tier 2: national, budgeting, income, outgoings, tax, benefits, social security, financial, finance, pension.</i>  <i>Tier 3: common contribution, national insurance, council tax, income tax, universal credit.</i>	<i>Tier 2: moderation, addiction, recreational.</i>  <i>Tier 3: stimulant, depressant, alcoholism.</i>	<i>Tier 2: sector, employability, industry, balance, ambition, career.</i>  <i>Tier 3: private sector, public sector, STEM sector, creative industry, work life balance.</i>		<i>Tier 2: discrimination, prejudice, stereotype, equality, equity.</i>  <i>Tier 3: racism, sexism, homophobia, transphobia, ableism, unconscious bias.</i>	

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	<u>Year 12</u>	<u>Year 13</u>
<b>Progression of BIG IDEA 1 through 7 Year Curriculum Plan: Character</b>						

<p>Lifeology at its core is the study of life. Who you are and who you want to be is central to this. Students begin Year 7 by looking at who they want to be in secondary school. Through the unit <b>Adjusting to Secondary School</b>, they are introduced to our school values of Love, Hope and Trust in-depth and how these shape the actions of everyone in the St Mark's community. As well as the importance of rules for keeping the community safe and the importance of self-reflection in periods of change.</p>	<p>During Year 7 students were able to reflect on who they are in the new environment of secondary school. In Year 8 students will explore the individual rights and responsibilities that they have as a citizen. Through the unit, <b>Human Rights &amp; Values in Britain</b> students will learn about their human rights and how these shape how they are treated and how they treat others. They will also learn about the British Values and the way in which these shape how we act as a citizen. In the unit <b>Growing Up in Merton: Online &amp; The Media</b> students will be introduced to their rights and responsibilities in the online community. They will be encouraged to reflect on how they present themselves online and how they treat others. They will also be made aware of channels of support should they feel any of their online rights have been violated.</p>	<p>In Year 8 students were introduced to their fundamental human rights and British values. In Year 9 students will explore the ways in which these rights and values have been violated historically for certain groups in society and why this is wrong in the unit of work <b>Discrimination and Prejudice</b>. They will explore sexism, racism, homophobia and ableism. They will learn about the legislation that has been put in place to safeguard society against discrimination. They will continue to focus on their character and the way in which they contribute to the world. Through the unit of work <b>Careers: What do I want to do?</b> students will be introduced to several career options and guided to think about which career they may want to do. This unit of work falls at an important time because students will be selecting their GCSE choices.</p>	<p>In Year 9 students were introduced to how fundamental rights and values have been violated throughout history. In Year 10 build on this knowledge by learning about the systems and channels available to citizens to make a change and stand up for what they feel passionate about in the unit of work <b>Stewardship - How can Citizens enact change in society?</b> Activism is taught through the lens of the duty of stewardship. Students are taught about activism and the methods that young activists have used like: protest, petitions, letter writing, lobbying, demonstrations and standing for election. This complements what the Year 10 citizenship class will be learning in Politics and Participation and Active Citizens. Students culminate the unit of work by planning their environmental campaign using one of the methods taught in class giving them a chance to work as a team and build their</p>	<p>In Year 10 students were taught about different types of activism. During Year 11 students continue to apply this knowledge and become active citizens through the <b>First Give</b> programme. This programme is facilitated by a teacher but is for the most part student-led. Over 12 weeks students plan and undertake their own active citizenships campaign about something in the local community that they feel passionate about. Classes then present about what they have done at our school Final and have the chance to win a £1000 grant for their charity. Students also look at what makes them who they are during the unit of work <b>Identity who am I?</b> Students learn about overlapping and changing identities and produce their identity map which will be displayed in a gallery during the school Final to show their friends and family.</p>	<p>In Year 11 students had the opportunity to undertake their own active citizenship projects. In Year 12 they continue to learn about the challenges that society faces through the unit of work <b>Discrimination and Prejudice</b>. They build on their previous learning from Year 9 by looking at structural discrimination and how the structures of our society can be a barrier to certain groups. They will also look at the concept of unconscious bias and how we need to identify the biases we may have and take steps to address these. Students will also continue to reflect on where they want to be after they leave St Mark's through the unit <b>What are my options? University and Higher Education</b>. Over 6 weeks students are given the space and support to look at the options available to them when they leave school. Students will also have the chance to create and draft CVs and personal</p>	<p>In Year 12 students were introduced to the concept of structural discrimination. In Year 13 students will study the way in which women, people of colour and the LGBTQ+ community have been historically excluded from the Church. In the unit of work <b>Reclaiming Your Faith Today: Modern Theology</b> students will learn about the ways in which Christians have tried to reclaim Christianity and build a type of faith that is inclusive. For some students, this unit will provide an opportunity for them to reflect on their own faith in the 21st century.</p>
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			confidence in presentation skills.		statements to support their transition from school to higher education and the workplace.	
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## ***Powerful Knowledge***

<p>→ What is a value?  → The importance of rules including the 10 Commandments and the Hippocratic Oath.  → The definition of bullying.</p>	<p>→ The creation of the Universal Declaration of Human Rights (1948).  → The 30 articles of the UDHR.  → Human rights violations in the following case studies: Suffragettes, Civil Rights Movement, South African Apartheid and Same-Sex Marriage.  → The creation of the 5 British Values.  → The Computer Misuse Act 1990.  → Protection from Harassment Act 1997.  → Criminal Justice and Courts Act 2015.  → Communications Act 2003.  → Risks online: grooming, hacking and cyberbullying.  → The concept of a digital footprint.</p>	<p>→ Discrimination through case studies focused on: ableism, sexism, racism (BLM, Apartheid, Civil Rights Movement), homophobia and transphobia (Matthew Shepard, The Stonewall Riots).  → The Equality Act 2010.  → Careers in the following industries: STEM, creative industry, public sector and private sector.</p>	<p>→ Methods of activism: pressure groups, lobbying, protests and demonstrations.  → The value of stewardship.  → The climate crisis, including climate change, greenhouse gases, the greenhouse effect.  → Case studies of environmental activism: Greta Thunberg, Vanessa Nakate, Insulate Britain, Green Peace, Extinction Rebellion and PETA.</p>	<p>→ How identity is multifaceted and overlapping and may include: disability, race, religion, nationality, sexuality, political beliefs, culture, and values.  → The ban on conversion therapy in the UK for under 18s (2021).  → Nature vs. Nurture debate.  → Methods of activism: pressure groups, lobbying, protests and demonstrations.</p>	<p>→ Discrimination and prejudice through case studies focused on: ableism, sexism, racism, homophobia and transphobia.  → Types of discrimination: direct, indirect, harassment and victimisation.  → The cycle of oppression.  → The concept of unconscious bias.  → The Disability Discrimination Act 1995.  → The Equality Act 2010.  → The Me Too movement.  → The difference between biological sex and social ideas of gender (transgender, intersex).  → University and Apprenticeship application process.  → Personal statement and CV examples.</p>	<p>→ 1960s Civil Rights Movement.  → 1 - 4th wave Feminist movement.  → Structural discrimination and prejudice in the Christian Church.  → Modern Theology: Liberation Theology, Feminist Theology and Black Theology. Including the work of key thinkers and theologians: James Cone, Malcolm X, Rosemary Radford Reuther and Mary Daly.</p>
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<b>Key Skills</b>						
Self-reflection Emotional Literacy	Self-reflection Problem solving	Self-reflection Problem solving	Problem-solving Presentation skills Teamwork skills	Problem-solving Presentation skills Teamwork skills Self-reflection	Problem-solving Self reflection	

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	<u>Year 12</u>	<u>Year 13</u>
<b>Progression of BIG IDEA 2 through 7 Year Curriculum Plan: Community</b>						
In Year 7 students start by learning about the challenges affecting our worldwide community in <b><i>Stewardship: How can I look after my planet?</i></b> Students will learn about the climate crisis and how we all must be good stewards and look after our home. Students will continue to learn about community through <b><i>Growing up in Merton - celebrating the diversity of our community.</i></b> This unit allows students to look at the makeup of the community in Merton based on the 2011 and 2020 census data. Students will celebrate the diversity of culture,	In Year 7 students learned about the duty of stewardship and in Year 8 they built on this by looking at <b><i>Stewardship: Environmental Activism.</i></b> Students learn about how young people like Vanessa Nakate and Greta Thunberg have become activists to bring about change in their communities. Their learning will culminate in a formal debate lesson where they will put their knowledge into practice and become environmental activists. Students will build on their learning about our community in Merton by acknowledging that	In Year 8 students learned about the risks in the online community. During Year 9 students will build on this knowledge by looking at risks in the community in the unit <b><i>Growing up in Merton.</i></b> Students will specifically be taught about the risks of youth violence, gang activity, grooming and county lines and be tasked with problem-solving activities to understand the idea of what risky situations and behaviour look like. Students will also explore how different groups within our community have faced <b><i>Discrimination and Prejudice</i></b> and how we	In Year 9 students learned about the risks in the local community. In Year 10 students will build on this in <b><i>Growing up in Merton</i></b> by learning about sexual harassment. Students will learn about the prevalence of harassment and how we must take active steps to protect all members of our community. Students will be taught about how the images, videos and language we use need to be consumed thoughtfully to change the way we relate to one another. Students will build on their learning from Year 9 by looking at the problems of <b><i>Structural</i></b>	In Year 11 students will cover the same information about sexual harassment as the students in Year 10 in <b><i>Growing up in Merton.</i></b> This is because it is a new unit of work so the baseline knowledge is being delivered to all Key stage 4 and 5 students. Students will continue to look at the Big Idea of community in their <b><i>First Give</i></b> project. Students are encouraged to choose local charities to support and raise awareness for to make the most impact locally.	In Year 12 students will cover the same information about sexual harassment as the students in Year 11 in <b><i>Growing up in Merton.</i></b> This is because it is a new unit of work so the baseline knowledge is being delivered to all Key stage 4 and 5 students. Students will build on their knowledge about the rights and responsibilities that they have as digital citizens in <b><i>The Media in the 21st Century.</i></b> Through this unit of work, students will look at new risks that have posed themselves in the online community. Specifically: fake news,	In Year 13 students will cover the same information about sexual harassment as the students in Year 12 in <b><i>Growing up in Merton.</i></b> This is because it is a new unit of work so the baseline knowledge is being delivered to all Key stage 4 and 5 students. Students will continue looking at the community through the lens of religion in <b><i>Reclaiming Your Faith Today: Modern Theology.</i></b> They will have the chance to look at the issues that have affected religious communities around the world and how they have responded to these. They will have

<p>religion, sexualities and languages that make up our borough. This unit of work will culminate in students planning their event to celebrate the wonderful multicultural Merton.</p>	<p>a lot of their community life will happen online. In the unit <b><i>Growing Up in Merton: Online &amp; The Media</i></b> students will be introduced to their rights and responsibilities in the online community to understand what good digital citizenship looks like.</p>	<p>can guard against this as individuals who uphold the values of love and mutual respect.</p>	<p><b><u>Discrimination and Prejudice</u></b>. Students will learn about how the institutions in our community can harbour prejudice and how they can be a barrier to some groups in society. They will reflect on how they can make positive change as active citizens to remove these barriers for the community.</p>		<p>echo chambers, trolling and cyber safety. They will have the chance to look at a range of case studies in order to reflect on how they should behave and conduct themselves online.</p>	<p>the chance to reflect on the ways they can support their religious communities, should they belong to one.</p>
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### ***Powerful Knowledge***

<p>→ The value of Stewardship. → Recycling symbols and rules. → The concept of food miles and a range of local alternatives. → Stewardship in action through the following case studies: Greenpeace research into the sustainability of supermarkets, the ban on plastic straws and earbuds (2020) and the concept of microplastics. → 2011 and 2021 Census data from Merton looking specifically at religion,</p>	<p>→ The value of Stewardship and the religious significance of stewardship (Islamic Khalifas and Christian Stewards). → The concept of activism and the work of young environmental activists: Greta Thunberg (school strike case study), Vanessa Nakate (rise up Climate Movement case study) and Mya-Rose Craig (Black 2 Nature case study). → The concept of climate change using temperature data from 1850 - present.</p>	<p>→ Risks in the community through case studies on grooming, online grooming, coercion, gang culture and county lines. → The Rochdale Grooming Ring. → The Count Lines drugs networks in the UK.</p>	<p>→ The concepts of sexual harassment and gender-based violence. → The history, language, images and videos of gender-based violence in the community. → The Voyeurism Act 2019 (upskirting). → The cycle of oppression and unconscious bias. → Structural discrimination and prejudice in the legal system and in employment. → The concept and importance of diversity recruiting.</p>	<p>→ The concepts of sexual harassment and gender-based violence. → The history, language, images and videos of gender-based violence in the community. → The Voyeurism Act 2019 (upskirting). → How you can make change in society based on societal issues in the community.</p>	<p>→ The concepts of sexual harassment and gender-based violence. → The history, language, images and videos of gender-based violence in the community. → The Voyeurism Act 2019 (upskirting). → Stealthing and Deep Fakes. → The change in media over the last 20 years and the risks this has created in the online community: cyber safety, cyber bullying and online grooming. → What fake news is</p>	<p>→ The concepts of sexual harassment and gender-based violence. → The history, language, images and videos of gender-based violence in the community. → The Voyeurism Act 2019 (upskirting). → Stealthing and Deep Fakes.</p>
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heritage and LGBTQI+ diversity in Merton. → The concept of a right and the freedom of religion. → The Windrush Generation. → How the Islamic community celebrate Eid.	→ Risks affecting the online community: hacking, grooming and cyberbullying. → Dos and Don'ts in the online community.				and how to identify it and be share aware in the online community. → The concept echo chambers and how this can lead to extremist views.	
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### Key Skills

Problem-solving Teamwork skills Presentation skills	Presentation skills Teamwork skills	Problem-solving skills	Self-reflection	Self-reflection Problem-solving skills Teamwork skills Presentation skills	Self-reflection Problem-solving skills	Self-reflection
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<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	<u>Year 12</u>	<u>Year 13</u>
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### Progression of BIG IDEA 3 through 7 Year Curriculum Plan: Comfort (living well)

In Year 7 students will begin looking at how they can live comfortably and well in <b><u>The Changing Adolescent Body</u></b> . They will cover all the changes that happen during adolescence and puberty and the impact that these can have on their body image. They will learn	In Year 7 students were introduced to how to take active steps to look after their wellbeing. In Year 8 they will build on this knowledge by exploring what can affect someone's well being negatively in <b><u>Mental Wellbeing - what could affect your mental</u></b>	In Year 8 students were introduced to what a healthy friendship looks like. They will build on this knowledge in Year 9 by learning about what a healthy romantic relationship looks like in <b><u>Families and Respectful Relationships</u></b> . They will be taught about the	In Year 9 students learned about the link between physical health and mental health. In Year 10 students will build on this knowledge in <b><u>Mental wellbeing and your GCSEs</u></b> . In order to prepare them for a particularly challenging time in their school careers, students will		In Year 8 students were introduced to the principles of taxation, national insurance, budgeting and universal credit. In Year 12 students will build on this knowledge in <b><u>Financial Capability</u></b> . They will have the chance to work out how much tax people pay based on their	In Year 9 students were introduced to the fundamental aspects of living a healthy lifestyle. In Year 13 they will build on this knowledge in <b><u>Leading a healthy lifestyle after leaving home</u></b> . They will be taught about the necessity of a balanced diet in the context of university
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<p>that everyone goes through these changes differently and be introduced to the channels of support available to them during this transitional period in their lives. They will move from looking at physical health to looking at their mental health in <b><u>Mental Wellbeing - How to look after your mental wellbeing</u></b>. They will learn a number of ways to support their own mental wellbeing. Towards the end of the year students will spend time learning how to learn independently during <b><u>Study Skills - preparing for exams</u></b>. This will provide a range of options and methods of studying to support students with their end of year exams. These invaluable skills can be taken through school with them to GCSE and A level.</p>	<p><b><u>wellbeing?</u></b> Students will also build on initial lessons in Year 7 about bullying and conflict at school in <b><u>Families and Respectful Relationships</u></b> where they will learn the difference between a healthy friendship and a toxic friendship. They will also be signposted to a number of resources and places where they can seek support and advice about their friendships. They will continue to learn about living well and comfortably in <b><u>Financial Capability</u></b> where they will be introduced to key financial skills like budgeting. They will also be taught about what taxation, national insurance and universal credit are to give them a foundational knowledge for when they revisit these concepts in Year 12.</p>	<p>features of an abusive relationship and what to do if someone finds themselves in a bad situation. They will continue to learn about living well and comfortably in <b><u>Healthy Lifestyles and Mental Wellbeing</u></b>. They will build on their learning from Year 7 and 8 about mental wellbeing by learning about the link between physical health and mental health. They will be taught about the value of eating a healthy, balanced diet and exercising regularly.</p>	<p>learn about stress and how it is a spectrum. They will learn coping strategies for when they are feeling particularly stressed and how GCSEs might increase their stress levels. They will also learn about the different mental health disorders and how to seek help should they find themselves affected by this. Students will build on their learning in Year 9 about romantic relationships in <b><u>Intimate sexual relationships and safe sex</u></b>. They will learn about how the right time to enter into a sexual relationship is different for everyone. They will also learn the risks that need to be taken into account when entering into a sexual relationship both physical and emotional. They will learn about the precautions that need to be taken to prevent pregnancy and the spread of disease to ensure that they are fully equipped with the necessary knowledge to make that decision later in life.</p>		<p>income and be taught how to do a tax return if they ever are self-employed in the future. They will be taught about the benefits of universal credit for our society and how to apply should they need to in the future. They will also be taught about budgeting while at university and be tasked with creating an annual budget for university students based on a maintenance loan. This unit of work will culminate in</p>	<p>and living away from home. They will learn about cheap, healthy meals that they can cook and how important it is to make sure they are eating from the 5 food groups. They will learn about the benefit of physical activity, both mental and physical, and how it is important to make time for this even when you are working and studying. This unit aims to fully equip our students to live comfortably and well once they leave home. This unit will also have some time spent in the Food Tech rooms with the chance for them to cook and try healthy and balanced meals.</p>
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## Powerful Knowledge

<p>→ Changes that will happen to the body during puberty: hair growth, weight changes, voice and privates. And what this means for personal hygiene.</p> <p>→ How changes in puberty can lead to negative body image.</p> <p>→ How the male and the female reproductive system works including key terms: sperm duct, bladder, testicles, ovaries, cervix.</p> <p>→ How the female menstrual cycle works.</p> <p>→ What mental wellbeing is and a variety of ways to have high levels of wellbeing: the benefits of exercise, hobbies, meditation, talking, journaling.</p> <p>→ The history of meditation and roots in Buddhist practice.</p>	<p>→ The spectrum of stress.</p> <p>→ The concept of body image and how this can lead to eating disorders.</p> <p>→ Signs of poor wellbeing.</p> <p>→ Characteristics of positive and healthy friendships in comparison to toxic relationships and bullying.</p> <p>→ Passive vs. active screen time.</p> <p>→ The link between blue light and poor sleep.</p> <p>→ Law on cyberbullying and Protection from Harassment Act 1997.</p> <p>→ Malicious Communications Act 1988.</p> <p>→ Computer Misuse Act 1990.</p> <p>→ Key financial concepts: budgeting, taxation, national insurance, universal credit.</p>	<p>→ Using a case study the types of abuse are introduced: sexual, psychological, economic, physical and emotional.</p> <p>→ Signs of abuse: emotional, physical and social signs.</p> <p>→ The concept and importance of consent in romantic relationships.</p> <p>→ The consequences of an unbalanced diet: diabetes, obesity, tooth decay and heart disease.</p> <p>→ The importance of a balanced diet and the 5 food groups.</p> <p>→ The mental and physical benefits of regular exercise.</p> <p>→ The Sugar Tax 2018.</p>	<p>→ Mental health disorders the symptoms and treatments: anxiety, OCD, depression, schizophrenia, anorexia and bulimia.</p> <p>→ The 3 categories of drugs: recreational, medicinal and illegal.</p> <p>→ The link between the spectrum of stress and substance abuse.</p> <p>→ The concept and importance of consent in romantic relationships.</p> <p>→ The law around consent in the UK.</p> <p>→ STDs and STIs.</p> <p>→ The importance of contraception. A range of contraception options and the distinction between artificial and natural methods of contraception.</p> <p>→ The emotional implications of an intimate relationship.</p>	<p>→ The concept of taxation and how to work out the tax owed.</p> <p>→ The concept of national insurance and the areas the government spend this money.</p> <p>→ The concept of Universal Credit and how to apply.</p> <p>→ Budgeting skills and what needs to be budgeted for at university.</p>	<p>→ The consequences of an unbalanced diet: diabetes, obesity, tooth decay and heart disease.</p> <p>→ The importance of a balanced diet and the 5 food groups.</p> <p>→ The mental and physical benefits of regular exercise.</p>
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## Key Skills

<p>Self reflection Problem-solving</p>	<p>Self-reflection Problem-solving</p>	<p>Self-reflection Problem-solving</p>	<p>Self reflection Problem solving</p>	<p>Financial skills Problem-solving skills</p>	<p>Self-reflection Problem solving</p>
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Study skills	Financial skills					
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<b><i>Year 7</i></b>	<b><i>Year 8</i></b>	<b><i>Year 9</i></b>	<b><i>Year 10</i></b>	<b><i>Year 11</i></b>	<b><i>Year 12</i></b>	<b><i>Year 13</i></b>
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***Progression of BIG IDEA 4 through 7 Year Curriculum Plan: Care***

<p>In Year 7 students begin by looking at <b><i><u>The Changing Adolescent Body.</u></i></b> This overlaps with the Big Idea of Comfort but there is also education around students taking care and being safe. In the unit of work, students will be introduced to the reproductive system and taught how pregnancy can happen. They will be introduced briefly to how pregnancy can be prevented. Students will also be educated on how to ensure sanitary products are used safely and carefully.</p>	<p>In Year 8 students are introduced to the risks that come with being part of an online community in <b><i><u>Growing up in Merton - online and the media.</u></i></b> They are taught about how when we post things online they are permanent and how we need to take care when it comes to our digital footprint. Later in the year, students are taught about channels of support available if they find themselves in a bad friendship or relationship in <b><i><u>Families and Respectful Relationships.</u></i></b></p>	<p>In Year, 8 students were taught about the need to take care in the online community. They build on this knowledge in Year 9 in <b><i><u>Growing up in Merton.</u></i></b> Students are taught about the risks in the local community like gang culture, youth violence and grooming. They take part in role-play activities and read first-hand stories about individuals who have experienced these things to ensure that they are mindful and take care when they are out in the world. Later in the year, they are introduced to <b><i><u>Drugs, Alcohol and Tobacco</u></i></b> and how these can also be a risk for young people. They will study the consequences of the use and abuse of these substances and be made aware of the ramifications of being in possession of illegal</p>	<p>In Year 8 students were taught about the need to be careful about the friends that they keep and what to do if they find themselves in a toxic relationship. In Year 10 students build on this when they study <b><i><u>Intimate sexual relationships &amp; safe sex.</u></i></b> Students will be explicitly taught about the need to be careful when thinking about entering into a sexual relationship. It will be made clear that there are both mental and physical risks when having sex including pregnancy, STIs and STDs. Students will be taught about how contraception prevents infections and disease and the need to take care and protect oneself from infection and unplanned pregnancy.</p>	<p>In Year 8 students were introduced to the risks of the online community and in Year 11 they build on this knowledge when they look at <b><i><u>Growing up in Merton - online and the media.</u></i></b> They will recap the following areas for caution and care and be introduced to additional areas to be mindful of. These include Fake news and trolls. This is revisited with the intention of ensuring that our young people can be safe digital citizens in the 21st century.</p>	<p>In Year 10 students were taught about the need to be careful and protect your mental and physical health when entering into a sexual relationship. In Year 12 students will recap this learning in <b><i><u>Intimate sexual relationships and sexual health.</u></i></b> Students will also learn about the religious positions on contraception and why certain denominations do not encourage the use of contraception. Students will also be introduced to new information about the risks of using natural contraception like the calendar rhythm method and apps like Natural Cycles.</p>	
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		substances in order to ensure that they are careful as they grow up.				
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**Powerful Knowledge**

<p>→ How pregnancy occurs.</p> <p>→ How barrier methods like condoms prevent reproduction.</p> <p>→ How to use a tampon, sanitary towel and a menstrual cup.</p> <p>→ The risk of toxic shock syndrome and how to prevent this from happening.</p>	<p>→ The risk of cyberbullying and how to deal with it. Including support services like NSPCC, Childline and Young Minds.</p> <p>→ The concept of a digital footprint.</p> <p>→ The risk of viewing sexually explicit material.</p> <p>→ How to deal with toxic or negative friendships and channels of support to deal with this.</p>	<p>→ The risks in the local community including gang culture, youth violence, county lines and grooming. Including support services like A Better Medway, Childline, Crimestoppers, Victim Support and Runaway helpline.</p> <p>→ The health risks associated with alcoholism, binge drinking and underage drinking.</p> <p>→ The difference between legal and illegal drugs.</p> <p>→ The law around illegal drugs and drug classifications.</p> <p>→ The health risks of legal and illegal drugs.</p> <p>→ The law around cigarettes and e-cigarettes/ vapes. The health risks of smoking and vaping.</p> <p>→ The reasons someone might start smoking.</p>	<p>→ The importance of consent within intimate relationships.</p> <p>→ A range of STDs and STIs and how barrier methods of contraception prevent these.</p> <p>→ A range of artificial hormonal contraception options and the pros and cons. Including how to access sexual health services in Merton.</p> <p>→ The risk of pregnancy and avenues available to someone if they were to find themselves pregnant.</p> <p>→ The physical and emotional impact of intimate relationships.</p>	<p>→ The concept of fake news and how to identify it.</p> <p>→ How to be Share Aware.</p> <p>→ The concept of digital citizenship.</p> <p>→ How to stay safe from risks online including fraud, trolling and hacking.</p> <p>→ The impact of social media on wellbeing.</p> <p>→ The concept of echo chambers.</p>	<p>→ The importance of consent within intimate relationships.</p> <p>→ A range of STDs and STIs and how barrier methods of contraception prevent these.</p> <p>→ A range of artificial hormonal contraception options and the pros and cons. Including how to access sexual health services in Merton.</p> <p>→ The risk of pregnancy and avenues available to someone if they were to find themselves pregnant.</p> <p>→ The physical and emotional impact of intimate relationships.</p>	
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**Key Skills**

Problem-solving Self reflection Advisory skills	Problem-solving Self-reflection Advisory skills	Problem-solving Self-reflection Advisory skills	Problem-solving Self reflection Advisory skills	Problem-solving Self reflection Advisory skills	Problem-solving Self-reflection Advisory skills	
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