

# LIFE Year 9

In Life lessons, students studying topics from what used to be called PSHCEE, along with aspects of Religious Education. Students will study Sex and Relationships Education and aspects of Religious Education in their Life lessons, which are complimented and enhanced by form time, with a fortnightly focus on 'Scenario based learning', where students are challenged to put learning into practice when responding to a stimulus e.g. news article, image, story. RE will be incorporated into Life lessons and students have a weekly timetabled lesson.

## Curriculum overview:





	Autumn term:	Spring:	Summer:
Half term 1	<b>Theme: RESPECTFUL RELATIONSHIPS</b>  <u>RECOGNISE:</u> Explore and identify the value and benefit of caring for our own emotional and social wellbeing, and that of others.  <u>RESPOND:</u> Demonstrate opportunities to be kind and caring in my own life and towards others. Know when and where to access support for bullying.	<b>Theme: ANIMAL WELFARE</b>  <u>RECOGNISE:</u> Identify how human beings interact with animals and responsibilities about their care and ethical treatment. Consider the impact of human behaviour for animals and the environment.  <u>RESPOND:</u> Know when and how to express my views on ethical issues surrounding animal welfare and the environment.	<b>Theme: MAKING SAFE CHOICES</b>  <u>RECOGNISE:</u> Potential risks in relationships, both online and face to face; understand the nature of peer pressure and the different forms it can take.  <u>RESPOND:</u> What to do if I, or others, find themselves in unsafe situations, and how to assert myself in order to avoid unwanted peer pressure.
	<b>Important vocabulary:</b>	<b>Important vocabulary:</b>	<b>Important vocabulary:</b>
	Emotional Mental health Bullying Discrimination Protected characteristics Forgiveness	Vivisection Ethics Animal rights Stewardship conservation Vegetarianism	Consent Cyberbullying Domestic violence Gangs Knife crime Substance abuse
Half term 2	<b>Theme: CELEBRATING DIVERSE IDENTITIES</b>  <u>RECOGNISE:</u> Identify the features of individual and shared identity; explore the values we share with others and diversity in expression of identity in our local and national communities  <u>RESPOND:</u> Know how to respect identity and heritage in the community. Know when and where to report if I experience behaviour which does not respect diversity and inclusion.	<b>Theme: HOW CAN WE EXPRESS OURSELVES?</b>  <u>RECOGNISE:</u> The ways in which people express their religious and secular traditions and beliefs through a range of evidence.  <u>RESPOND:</u> Know when and how to respectfully express my views on the lifestyle choices of others and myself.	<b>Theme: PEER PRESSURE</b>  <u>RECOGNISE:</u> Further forms of peer pressure. Understand what contraception is and why it is important. Understanding why it is important to take action when we see others at risk.  <u>RESPOND:</u> To make informed choices in the future regarding contraception. What to do if I, or others, find themselves in unsafe situations and how to assert myself in order to avoid unwanted peer pressure.
	<b>Important vocabulary:</b>	<b>Important vocabulary:</b>	<b>Important vocabulary:</b>
	Identity Disability Paralympics Racism Stereotype Baptism	Atheism Theism Hijab Murti Salvation Spirituality	Peer pressure Passive bystander Consequences Contraception Assertively

## Key staff contacts:




Faculty Leader: **Mrs A. Pickering** [A.Pickering@fi.coastandvale.academy](mailto:A.Pickering@fi.coastandvale.academy)

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## What are our curriculum aims for your child in year 8?

-  To recognise different forms of personal expression, some of which may be linked to religion
-  To recognise unsafe and unhealthy behaviour in respect of their relationships with others
-  To understand the nature of animal ethics and issues connected to this: stewardship, conservation, animal rights, vivisection
-  To enhance awareness and understanding of religious expression and the different forms that this can take

## How can I help my child be successful in Life?

-  Discuss their work with them-it may be useful to ask them to share with you three things they have been learning about each lesson.
-  Discuss stories from your own experience or others about any ethical, social, religious matter.
-  Keep an eye on the news and discuss what is going on so students practise speaking and listening to other people's views.