

LIFE Year 10

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	Theme: THE WORLD OF WORK <u>RECOGNISE:</u> The different qualifications for post-16 study, and how the different pathways may suit particular learners; recognising the offer available from a range of local colleges. Understanding local labour market information and essential skills needed for the workplace. <u>RESPOND:</u> To start to consider appropriate qualifications and providers for our own post-16 future; using local labour market information to inform my future choices; Consider how I can develop school to workplace essential skills.	Theme: FAMILY ETHICS and CONTRACEPTION <u>RECOGNISE:</u> To understand the role of contraception in preventing pregnancy and STIs. To understand the differences between and possible consequences of miscarriage and abortion. To understand when and why different and opposing views exist around abortion, IVF, genetic testing and cloning. <u>RESPOND:</u> To be able to make informed decisions in the future regarding contraception and pregnancy. To respect the views of others around controversial issues such as abortion and genetic testing, even if those views do not match our own. To know where to seek advice and help with contraception, pregnancy, abortion and miscarriage.	Theme: RESPECT AND CONSENT IN SEXUAL RELATIONSHIPS <u>RECOGNISE:</u> 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. <u>RESPOND:</u> 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.
	Important vocabulary:	Important vocabulary:	Important vocabulary:
	Employability skills Transferrable Post 16/18 Pathway Apprenticeship	Contraception Miscarriage IVF Surrogacy Eugenics Saviour siblings	Consent Pornography Sexual images Sexting Exploitation
Half term 2	Theme: EXPLORING INFLUENCE <u>RECOGNISE:</u> To understand the role of peer pressure and other factors in young people joining gangs and carrying knives. To understand the consequences of criminal gang behaviour and knife crime. To understand more about how young people can be exploited and the differences between radicalisation and extremism.	Theme: EVIL AND SUFFERING <u>RECOGNISE:</u> To explore, through a case study, issues, viewpoints and opinions around evil and suffering and life after death. To know what euthanasia is, what laws are currently in place for it in the UK and to consider if and why the law should be changed. To explore violence and to consider if it is ever justified. To understand the concept of jihad in Islam. <u>RESPOND:</u> To be able to make informed opinions and judgements about these issues whilst considering the different opinions and	Theme: EMOTIONAL WELLBEING <u>RECOGNISE:</u> Know and understand how to identify factors which influence our emotional and physical wellbeing. Identify features of concern linked to emotional wellbeing including body image, 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. <u>RESPOND:</u> Demonstrate clear understanding of






	RESPOND: To know the law around weapons and to be able to make informed decisions regarding joining a gang and / or carrying a knife, including dealing assertively with peer pressure. Where and how to seek help if I am concerned about or witness gangs, knife crime or exploitation / radicalisation.	viewpoints that may exist.	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.
	Important vocabulary:	Important vocabulary:	Important vocabulary:
	Peer pressure Gangs Extremism Knife crime Radicalization CSE	Moral evil Natural evil Reincarnation Euthanasia Pacifism jihad	Body image Eating disorder Self-harm Stress Resilience

Key staff contacts:




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What are our curriculum aims for your child in year 10?

-  To build a developing knowledge and understanding of religious beliefs surrounding the nature of ethics, namely surrounding matters of life and death including euthanasia, life beyond death and peace and conflict
-  To prepare students for a successful transition from secondary school to post-16 options
-  To know where and how to access sources of support for their relationships, physical, mental, and emotional wellbeing
-  To understand the nature of influence and peer pressure, and how they can make informed choices which are right for them
-  Knowing what they can do to protect themselves from the harm posed by CSE, sexual images, unhealthy relationships, knife crime, gangs, extremism and radicalisation

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.