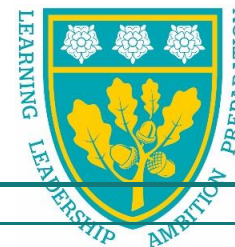


Curriculum Progression Maps



Life

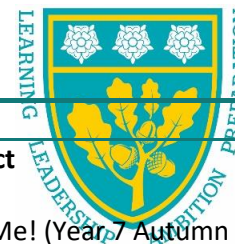
Year 7		Year 8
Autumn 1	<p>Emotional Resilience</p> <p>Recognise Features of our emotional wellbeing and strategies to support wellbeing</p> <p>Respond When and where to get help from trusted adults and emotional support services online and in the community</p> <p>Resources DEAL (Developing Emotional Awareness and Listening) https://www.samaritans.org/how-we-can-help/schools/deal/</p>	<p>Kindness and Caring</p> <p>Reactivate Learning Link -Emotional Resilience (Year 7 Autumn 1)</p> <p>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.</p> <p>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.</p> <p>Resources https://www.carersresource.net/</p>
Autumn 2	<p>Digital Me!</p> <p>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.</p> <p>Respond</p>	<p>Diverse Communities</p> <p>Reactivate Learning Link – Life The Universe and Everything (Year 7 Spring 2) Digital Me (Autumn 2 Year 7)</p> <p>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.</p>

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<p>Life</p>	<p>Know and be able to demonstrate a range of strategies to secure social media and online identity and manage 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.</p> <p>Resources</p> <p>https://www.thinkuknow.co.uk/14_plus/Need-advice/Digital-footprint/</p>	<p>Respond</p> <p>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.</p> <p>Resources</p> <p>https://equaliteach.co.uk/education/classroom-resources/ https://www.bbc.co.uk/bitesize/topics/z8dj6sg</p>
<p>Spring 1</p>	<p>It's Not OK</p> <p>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.</p> <p>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.</p> <p>Resources</p> <p>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)</p>	<p>Families and Parenting</p> <p>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)</p> <p>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.</p> <p>Respond</p> <p>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.</p> <p>Resources</p> <p>https://www.home-start.org.uk/ https://www.stonewall.org.uk/resources/different-families-same-love-pack</p>

Curriculum Progression Maps



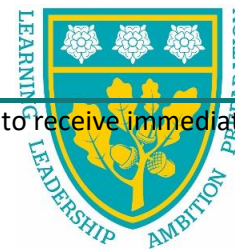
<p>Spring 2</p>	<p>Life, The Universe and Everything</p> <p>Life</p> <p>Recognise</p> <p>Explore my own and other viewpoints about the purpose and origin of human existence. Recognise alternative points of view and religious faith and non-religious responses.</p> <p>Respond</p> <p>Listen to the opinions of other and demonstrate empathy with views which challenge my own.</p> <p>Resources</p> <p>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?</p>	<p>Healthy Relationships and Respect</p> <p>Reactivate Learning Link – Digital Me! (Year 7 Autumn 2 It’s Not Ok (Year 7 Spring 1)</p> <p>Recognise</p> <p>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.</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://www.thinkuknow.co.uk/professionals/resources/exploited https://www.childline.org.uk/</p>
<p>Summer 1</p>	<p>Lifestyle Choices?</p> <p>Reactivate Learning – Emotional Wellbeing (Autumn 1)</p> <p>Recognise</p> <p>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.</p> <p>Respond</p>	<p>Sexual Health</p> <p>Reactivate Learning – Health Relationships and Respect (Year 8 Spring 2)</p> <p>Recognise</p> <p>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.</p>

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<p>Life</p>	<p>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.</p> <p>https://riseabove.org.uk/article/play-up-to-you/ https://www.drinkaware.co.uk/blog/drinkaware-launches-new-alcohol-education-resources-for-schools https://www.nhs.uk/live-well/</p>	<p>Respond</p> <p>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.</p>
<p>Summer 2</p>	<p>Managing My Emotional and Physical Wellbeing During Puberty.</p> <p>Reactivate Learning – Emotional Resilience (Autumn 1) and It’s Not OK (Spring 1)</p> <p>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 of the menopause and impact for emotional and physical wellbeing including fertility.</p> <p>Respond</p> <p>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</p>	<p>Marriage and Civil Partnerships</p> <p>Reactivate Learning – Healthy Relationships and Respect (Year 8 Spring 2)</p> <p>Recognise</p> <p>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.</p> <p>Respond</p> <p>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 concern about Female Genital</p>

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

Resources

<https://nationalschoolpartnership.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/>

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>

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Life



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