

LIFE Year 7 Curriculum

Year 7 Curriculum Intent: Students will explore the core themes within the Life curriculum:

- **Health, Relationships and Wellbeing:** Students will examine the importance of family, healthy romantic relationships, and how to navigate dealing with unwanted attention. They will also explore the effects of violence, low self-esteem, and confidence through topics such as cosmetic surgery, domestic violence, and radicalisation. The curriculum will include understanding the signs of radicalisation and domestic violence, promoting emotional well-being, self-esteem, and healthy relationships.
- **Citizenship:** Students will analyse the effects of local crime, hate crime, and international crime. They will explore the different punishments and whether the law is the same around the world, encouraging critical thinking about justice systems and human rights globally. This will support their understanding of social responsibility, community engagement, and global citizenship.
- **Careers:** Students will use their knowledge from Year 10 to evaluate their goals and prepare for their post-16 placement. They will focus on what is needed to stand out from their peers and achieve their aspirations, encouraging self-reflection and career planning. Unifrog will support future course and career aspirations. This will help them build the skills needed for successful college and job applications to secure their chosen destinations.
- This curriculum aims to support students' personal growth, resilience, and sense of social responsibility. By promoting informed decision-making, active citizenship, and career readiness, students will be equipped with the knowledge and skills to thrive in school, work, and their wider communities.

	Autumn Term	Spring Term	Summer Term
Main Topic	Living in the Wider World	Health, Relationships and Wellbeing	EXAMS
Secondary Topics	● Actioning aspirations ● How to stand out from your competitors ● Application process ● Local Crime ● Hate crime ● International crime	● Family structure ● Healthy relationships ● Cosmetic body ● Dealing with unwanted attention ● Domestic violence ● Radicalisation ● Responsibilities post 16	
Curriculum links	The topics covered in this term will be built upon the spiralled themes throughout Key Stage 3 and 4, covering the following: ● Year 10 - Post 16/18 Options: Pupils will now be moving forward with their post 16/18 options. Pupils will be supported with their application processes. ● Year 8 - The Justice System: Pupils have previously explored the justice system in Year 8. They will build upon this to explore crime locally and internationally.	The topics covered in this term will be built upon the spiralled themes throughout Key Stage 3 and 4, covering the following: ● Year 9 - Prevent: Year 11 look at the idea of radicalisation and the warning signs to spot. This will build upon work from KS3 on Prevent. ● Year 7 - Healthy Relationships: Throughout the whole LIFE curriculum, pupils have explored positive and healthy relationships. In Year 11, pupils will explore healthy romantic relationships and domestic violence.	

Cross-curricular links	English, Business Studies, Computer Science, Geography, History, Religion & Worldviews			English, Art, PE, Science, Business Studies, History, Geography, Religion & Worldviews		
	Writing cover letters and CVs	Digital portfolios	Religious tolerance and belief systems	Career pathways and work skills	Extremism	Teamwork and mutual respect
Interleaving of skills	Through the spiralled Life curriculum, we consistently revisit and integrate core skills across different topics to reinforce learning and deepen students' understanding. For example, we develop critical thinking and decision-making skills as we explore themes like relationships, mental health, and online safety, embedding these skills across the curriculum. Similarly, empathy, resilience, and respect are strengthened as students tackle a range of issues, from ethical dilemmas to citizenship and financial education. This approach allows students to apply skills in different contexts and transfer them to real-life scenarios, enhancing their personal development and ability to adapt.					
Literacy	Reading focus: Students will develop their understanding of topics by reading through case studies and complete scenario based activities. Oracy focus: Students will engage in structured whole class discussions about ethical dilemmas and relevant current affairs relating to each topic. Key vocabulary focus: ● Goal-setting ● Motivation ● Personal branding ● Competitive edge ● CV writing ● Interview skills ● Crime prevention ● Law enforcement ● Prejudice ● Discrimination ● Global justice ● Human rights			Reading focus: Students will develop their understanding of topics by reading through case studies and complete scenario based activities. Oracy focus: Students will engage in structured whole class discussions about ethical dilemmas and relevant current affairs relating to each topic. Key vocabulary focus: ● Family dynamics ● Support systems ● Communication ● Boundaries ● Self-esteem ● Body image ● Consent ● Personal boundaries ● Abuse ● Protection ● Extremism ● Vulnerability		
Cultural capital	The cultural capital of topics like actioning aspirations, standing out from competitors, and the application process helps students build essential skills for personal and professional success. It fosters resilience, goal-setting, and self-			These topics help students develop key life skills, such as building healthy relationships, recognising abuse, and handling unwanted attention. They promote self-esteem, critical thinking, and personal responsibility, preparing students for independence and responsible		

	promotion. Topics such as local crime, hate crime, and international crime raise awareness of social responsibility, empathy, and active citizenship, preparing students to contribute to a more inclusive and informed society.	decision-making. Together, they encourage emotional intelligence and social awareness.	
Gatsby Benchmark 4 - Linking Curriculum to Careers Assessment	These topics support students’ development by helping them make informed career choices, build personal skills, and understand their role in society. Actioning aspirations and learning how to stand out from competitors guide students in setting and achieving career goals, making them more competitive in the job market. The application process for post-16 options prepares them for the transition into further education or work. Understanding local, hate, and international crime encourages active citizenship and awareness of social issues, while topics such as family structure, healthy relationships, and body image promote personal development and well-being. Dealing with unwanted attention, domestic violence, and radicalisation teaches students to assert boundaries, recognise abuse, and think critically about societal issues. Lastly, exploring responsibilities post-16 fosters independence, decision-making, and career planning, preparing students for adulthood and the workforce.		
Assessment	Pupils will be assessed via regular ‘scenario’ based tasks that test their developing knowledge and understanding of how to lead a safe, healthy and productive life. Pupils will produce a reflective mind map. They will complete the mind map at the start of the unit of work and the end to reflect on what has been learnt over the scheme of work. Pupils will produce a reflective mind map. They will complete the mind map at the start of the unit of work and the end to reflect on what has been learnt over the scheme of work.	Pupils will be assessed via regular ‘scenario’ based tasks that test their developing knowledge and understanding of how to lead a safe, healthy and productive life. Pupils will produce a reflective mind map. They will complete the mind map at the start of the unit of work and the end to reflect on what has been learnt over the scheme of work. Pupils will produce a reflective mind map. They will complete the mind map at the start of the unit of work and the end to reflect on what has been learnt over the scheme of work.	