

The Compass Academy – Life Studies

Overview for teaching of Life Studies during the 2023/ 2024 academic year.

Context:

Our pupils are growing up in an increasingly complex world and live their lives seamlessly on and offline. A number of our pupils have experienced adverse experiences which may distort the way in which they interpret the world. Many of the difficulties that our pupils have are relational: relationships with family, peers and education staff are variously affected, which in turn impact on their attitudes towards themselves, life and learning.

Intention:

Our Life Studies curriculum provides pupils with the knowledge, skills and understanding needed to keep themselves safe and healthy; to manage their academic, personal and social lives in a positive way; and to become healthy, responsible adults. The Life Studies curriculum promotes the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in wider society. The Life Studies curriculum covers many aspects of health education, including both physical and mental health and wellbeing. Throughout each unit of work, pupils are taught the importance of talking about their emotions accurately and sensitively, using appropriate vocabulary.

Underpinned by statutory guidance on RSE and Health education, the Life Studies curriculum aims to give young people the knowledge, skills and understanding that they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables our pupils to know what a variety of healthy relationships look like and teaches our pupils what is acceptable and unacceptable behaviour in relationships and wider society. This helps our pupils to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed and where and how to access help and support.

The Life Studies curriculum follows the half-termly themes adapted from the 'Jigsaw' PSHE scheme. Strands within the themes have been modified for the purposes and needs of pupils within the academy.

The intended curriculum is subject to change based on current trends, feedback from outside agencies and matters arising in the children's experiences.

Implementation

Development of the holistic child is a part of the academy's overall curriculum intent; the Life Studies curriculum explicitly covers relevant content through two explicit Life Studies lessons per week. This supplements the whole-school approach to supporting our pupils in their holistic development.

The Life Studies curriculum is taught in line with the academy's overall curriculum implementation statements.

Units will be launched with an enquiry question which sets a relevant context for the unit's objectives. Pupils will acquire knowledge which allows them to develop an answer to the question by the end of the unit.

Units will begin and end with the pupils carrying out self-assessments and these will be used to measure progress.

Teaching of the Life Studies curriculum is often scenario-based, allowing children the opportunity to use and develop problem solving and thinking skills, as well as making the learning relevant to the children and their experiences.

Where possible, the academy draws upon the expertise of external speakers and other professionals as well as relevant sources of information, including articles and video clips, to aid in the delivery of the curriculum content.

Teaching of the Life Studies curriculum will take account of pupils' different starting points and experiences; in some cases whole classes will be taught from the curriculum point that is most reflective of their current levels of knowledge, skills and understanding. Teaching of the Life Studies curriculum may also be responsive to current trends, feedback from outside agencies and matters arising in the children's experiences. As a result, the intended curriculum content may not be taught in order to prioritise in real time the aforementioned trends, feedback and experiences. Where it is evident through formative assessment that children do not possess the requisite prior knowledge, the Life Studies curriculum will be adapted in response.

Trigger warnings are shared prior to the delivery of content which may be considered to cause undue anxiety or stress. Reference to how to access appropriate support/report concerns will be addressed throughout specific topics including support available in school, the wider community and the role of external agencies. Where content is likely to cause a pupil distress, based on their experiences, they may be given the option to learn the content on a 1:1 basis, with appropriate considerations made.

In the delivery of the Life Studies curriculum, there is a strong emphasis on developing the speaking, listening and communication skills to support our pupils in being able to talk about their emotions accurately and sensitively, expressing their opinions and listening and taking on board the ideas of others in an environment where our pupils feel safe and included.

Impact:

Pupils will have developed a knowledge and understanding of current issues, developing the capacity to make sound decisions when facing risks, challenges and complex situations.

In the process of developing their knowledge and understanding of relevant issues, pupils will have developed the skill of being able to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

Pupils' knowledge, skills and understanding is measured through:

- tracking of topic based knowledge trackers
- pupil assessed work

- staff observations

In addition, the holistic development of pupils is also measured through:

- increased attendance rates
- pupils' attitudes towards learning
- pupil voice feedback
- parent/carer feedback.

Life Studies Curriculum Map			
Throughout each unit of work, pupils will be taught the importance of talking about their emotions accurately and sensitively, using appropriate vocabulary. Reference to how to access support/report concerns will be addressed throughout relevant topics including support available in school, the wider community and the role of external agencies.			
	Tier 1	Tier 2	Tier 3
	Who am I?	What influences me?	What challenges do young people face in society?
Autumn 1 Being me in my world	<ul style="list-style-type: none"> ● Family & Identity ● Self identity & Personal Strengths ● Important people (family/friends/peers/idols) ● Beliefs and traditions including rites of passage (culture) ● Religion ● Sexuality ● Values: Manners & Respect ● Key facts about puberty in males and females (physical changes and impact upon physical health) ● Puberty and the brain including implications upon emotional health ● Menstrual wellbeing ● Unique me (creative assessment piece) 	<ul style="list-style-type: none"> ● British Values (in school and in the wider society how people can expect to be treated with respect by others/should be tolerant of others) ● Building trust: How do you know if adults, children or information is trustworthy? ● British Culture & Traditions ● Multiculturalism ● Human Rights ● Peer pressure ● Social Media influence (dangers) ● Religion ● Family ● My Britain (creative assessment piece) 	<ul style="list-style-type: none"> ● Introduction- What challenges do young people face in society? ● What is prejudice, discrimination & stereotyping? How can stereotyping normalise behaviour? ● Peer approval & Pressure ● Risky experimentation (including drugs and risk taking behaviours) ● Violence including knife crime ● About the concepts of, and laws relating to abuse & coercion. ● Sexual exploitation & Grooming ● CCE county lines ● Human trafficking & Modern day slavery ● Gangs & Radicalisation ● The concept of/laws relating to FGM-a criminal offence/physical/emotional damage.

			<ul style="list-style-type: none"> ● Honour based violence- Breast flattening/ironing ● Forced marriage and why a marriage should be freely entered into. ● Conflict across the world- Child Refugees/Asylum 'seekers ● Conflict across the world- Child soldiers
Autumn 2 Understanding Difference	Are we all the same?	How do we treat others?	How has society developed over the last century?
	<ul style="list-style-type: none"> ● Stereotypes & First impressions and how can they be damaging? ● How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage. ● Prejudice & discrimination ● Rights/Responsibilities: Equality Act 2010 ● What are the protected characteristics? ● Disability in the media ● Challenging negative behaviour and attitudes ● Bystanders & Victim Blaming ● Homophobia LGBT+ bullying ● Respect for the beliefs of others ● Differences & conflict 	<ul style="list-style-type: none"> ● Why are the protected characteristics important? ● Race & Racism in the UK ● Religious Tolerance ● Direct & indirect discrimination ● Sexism: Developing/changing gender roles (Toxic masculinity) ● Ageism ● The impact of phobic & racist language ● Sexual harassment and violence. ● Victimisation ● LGBTQ+ Rights ● Legal consequences of bullying & hate crime ● What is Bullying? Including different forms of bullying and early signs of well-being concerns. ● Self harm ● Common types of mental ill health: Anxiety & Depression ● Suicide among teens 	<ul style="list-style-type: none"> ● Equality Act 2010: What are our rights? ● Why are the protected characteristics important? ● Characteristics of inspiring people with e.g's of positive change made by others ● How positive behaviour affects feelings of well-being ● What is social injustice? ● The life and work of an inspirational figure e.g. Gandhi ● Types of Inequality ● Malala Yousafzi and education ● Community Cohesion & support ● How Mandela inspired a nation ● What are the issues of Race & religion ● What is prejudice and how does it affect the lives of others ● Other inspiring individuals(<i>Hawking, Gandhi, Captain Tom Moore, Acid Attacks & Katie Piper etc.</i>) ● Inspirational People Assess- who inspires you? Project
	What makes a healthy mind?	How does money impact health and well-being?	What influences my mindset?
	<ul style="list-style-type: none"> ● What do we mean by success? 	<ul style="list-style-type: none"> ● Does money link to happiness? 	<ul style="list-style-type: none"> ● Positive & negative self identity

<p>Spring 1 Healthy Mindset</p>	<ul style="list-style-type: none"> ● Overcoming challenges and failure ● Learning from mistakes ● Resilience ● A growth mindset ● Emotional literacy-happiness ● Communication skills-Assertiveness ● Planning skills, safe & unsafe choices ● being a discerning consumer of online information. ● Strategies for managing emotional changes ● Stress and anxiety and approaches to combat stress. ● Self image & Self-esteem 	<ul style="list-style-type: none"> ● Economic inequality ● Variation in income ● Budgeting & Finances (debt) ● Positive & negative impact of money upon health and wellbeing. ● Stress triggers and approaches to combating stress. ● Risks associated with gambling issues (including online gambling) ● Online legal responsibilities and how information can be targeted at a particular audience. ● Ethics & mental wellbeing ● Uses & responsibilities of wealth ● What is poverty? ● Charity ● Fairtrade 	<ul style="list-style-type: none"> ● Media manipulation ● Non-financial dreams & goals ● Health goals-what does optimum health mean? ● Mental health and ill-health ● Managing emotional changes ● Depression ● Anxiety disorders ● Links between body image & mental health ● Eating disorders ● Mental health stigma ● Self-harm ● The importance of sleep & the impact of sleep upon mood. ● Celeb Culture
<p>Spring 2 Healthy Me</p>	<p>What does it mean to be healthy?</p>	<p>How can we keep ourselves healthy and well?</p>	<p>Why is it important to make healthy choices?</p>
	<ul style="list-style-type: none"> ● Introduction: What is good/bad health? (including benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness). ● How to maintain healthy eating including nutrition & diet (sugar addiction debate) ● Personal Hygiene (germs including bacteria, viruses, how they are spread, treatment prevention of infection, and about antibiotics) ● The importance of sufficient good quality sleep for good health (including how a lack of sleep can affect weight, your ability to learn). ● Physical activity and the promotion of 	<ul style="list-style-type: none"> ● Responsibility for own health- body and brain changes ● Wider impact of health problems e.g bullying, low self esteem, isolation ● Protecting long term physical health including links between poor diet and health risks, including tooth decay and cancer. ● Dental health and benefits of good oral hygiene including: flossing, healthy eating and regular check ups at the dentist. ● Medicine (prescription/non prescription) ● Vaccination & Immunisation- a choice? ● The facts and science relating to vaccination and immunisation. ● Substances & the impact upon mood 	<ul style="list-style-type: none"> ● What constitutes a healthy lifestyle? ● Physical and psychological effects of addiction including alcohol dependency. ● Substances and safety and longer term implications of usage. ● Prescription drugs including dangers (inc.paracetamol/ibuprofen) ● Alcohol and the law ● Alcohol dependency and what constitutes 'low risk' consumption in adulthood. ● Legal/illegal drugs: Drug classification ● Supply & possession legislation ● First aid treatment and life saving skills ● Risks associated with vaping ● Risks associated with energy drinks ● The importance of information on

	<p>mental wellbeing (including how an inactive lifestyle can lead to ill health).</p> <ul style="list-style-type: none"> Managing mental health and common types of mental illness. Effects of substances (including the link between drug use and mental health) The harms from smoking tobacco including benefits of quitting and the associated links to cancer. <p><i>(additional content is addressed within the science curriculum)</i></p>	<ul style="list-style-type: none"> Legislation associated with illegal substances Alcohol & risky behaviour Sources of advice & support to be referenced throughout <p><i>(additional content is addressed within the science curriculum)</i></p>	<p>making healthy choices.</p> <ul style="list-style-type: none"> Sources of advice & support to be referenced throughout <p><i>(additional content is addressed within the science curriculum)</i></p>
<p>Summer 1 Healthy Relationships</p>	<p>What makes a relationship healthy? (including that all aspects of health can be affected by choices they make in sex and relationships)</p> <ul style="list-style-type: none"> Characteristics of healthy relationships including: trust, respect, honesty, kindness, manners, generosity and boundaries. Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships. That there are different types of committed relationships and how relationships contribute towards our happiness. Why healthy romantic relationships are important. What is consent? Why is this important? Marriage: why it is important, the legal status, rights and protection. Polygamy Nature of families and the characteristics of successful parenting. 	<p>How does the internet affect our relationships?</p> <ul style="list-style-type: none"> Legal status of different forms of committed relationships Types and characteristics of intimate relationships including mutual respect, loyalty and trust. Managing a range of relationships* Physical attraction Personal space Online etiquette Positive relationship with self Sexting (including the sharing and reproduction of images/material and the impact of this). Relationship with self & social media Online privacy, personal safety and how to report concerns* Behaviours in healthy/unhealthy intimate relationships Unhealthy balance of power in relationships 	<p>How do we develop and maintain healthy relationships? (Including how experiences in relationships can affect current and future relationships).</p> <ul style="list-style-type: none"> Introduction to different adult relationships and how we can take steps to develop respectful relationships. Perceptions about intimate relationships Power & control in intimate relationships: including choices in delaying intimacy. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn Sex and the law How information and data is generated, collected, shared and used online. Pornography & stereotypes: That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can

	<ul style="list-style-type: none"> Responsibilities of parenthood/caregivers and the responsibilities for bringing up children. How happiness is linked to being connected to others (intimate relationships) Relationships and change including how to: determine whether other children, adults or sources of information are trustworthy Emotions within friendships Break down of relationships Divorce:the impact Forgiveness & reconciliation 	<ul style="list-style-type: none"> Violent behaviour & Coercive control *What to do and where to get support to report material or manage issues online addressed throughout. 	<p>damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <ul style="list-style-type: none"> Understanding peer pressure & Assertiveness skills (resisting peer pressure) Domestic Violence & Coercion Risks in intimate relationships:the influence of drugs/alcohol. Rape The prevalence of STIs, the impact of STIs and treatment. The facts around contraception choices and their effectiveness. The impact of teenage pregnancy and choices available Sanctity of life_Abortion: the big debate How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
<p>Summer 2 Responsible Me</p>	<p>How can we keep ourselves safe at home and in the community?</p>	<p>How do I become an actively responsible citizen?</p>	<p>How can I be an active member of a global society?</p>
	<ul style="list-style-type: none"> Rights, responsibilities and opportunities online. Online legislation: rules/best practice/behaviour. expectations-including the similarities and differences in communicating in the online world vs. physical world. Not to provide material to others that they would not want shared further and not to share personal material which they receive. 	<ul style="list-style-type: none"> Community Community Cohesion Active Citizenship Global change movements Democracy in the UK Voting Rights Positive & negative language What is banter...when does it go too far? Forms of punishment Young offenders: what is life like behind bars? 	<ul style="list-style-type: none"> Environmental Intro & Issues Plastic Pollution Stewardship & Dominion Food sustainability Factory farming Animal rights and care Animal Experimentation Ethical shopping Fair trade Global Warming Deforestation Environmental Action/ charity

	<ul style="list-style-type: none"> ● Online safety: the risks/harmful online behaviours: abuse, bullying, harassment. ● Understanding the influence of peer pressure ● An introduction to grooming and exploitation ● CSE- gaming ● Gangs & Radicalisation ● The risk and impact of serious violence ● Upskirting ● Social media and the impact upon self-esteem ● Risky behaviours- arson ● UrbEx <p>*What to do and where to get support to report material or manage issues online addressed throughout.</p>	<ul style="list-style-type: none"> ● That sharing and viewing indecent images of children is a criminal offense which carries severe penalties, including jail. ● Resilience and how to improve it ● Radicalisation (including links to harmful behaviours online). ● Terrorism 	
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Key:

- Topics highlighted in blue reflect content from the Health Education framework
- Topics highlighted in red reflect content from the Relationship Education framework
- Topics highlighted in **bold** reflect the intimate and sexual relationships content including sexual health from the RSE framework

Supplementary Material (to be covered as extension opportunities)

- The science relating to blood donation.
- Blood, organ and stem cell donation.
- Life saving skills, including how to administer CPR and the purpose of defibrillators /when one might be needed
- Emergency first aid-basic first aid responding to common injuries.
- Family planning: the facts around pregnancy including miscarriage.
- Fertility Issues including miscarriage and IVF