

# Our Lady Queen of Peace

Catholic Engineering College

## Curriculum Overview

### Year 7 Curriculum for Life

|  | Knowledge & Understanding                    |   |  | Subject Specific Literacy Development |   | Cultural Capital /<br>Enrichment Opportunities  |
|--|--|---|--|---------------------------------------|---|---|
|  | Topics<br>(Bigger Picture)                   | Knowledge<br>(Key Concepts)   | Recall &<br>Retrieval<br>Practice Focus  | Read Like A...<br>Focus               | Key Vocabulary  |   |
| <b>Half Term 1</b><br><br><b>CFL – Relationships</b> | Transition and secondary school              | <ul style="list-style-type: none"> <li>Transition and challenges.</li> <li>Developing friendships.</li> <li>Rules in secondary school.</li> </ul>   | Recall key vocabulary and knowledge.<br><br>Opportunities for scenario-based activities. | Bullying scenarios                    | Relationships<br>Transition<br>Rules<br>Aims<br>Rule of Law   | Learning about differences between different individuals and backgrounds.   |
|  | Bullying                                     | <ul style="list-style-type: none"> <li>Bullying and impacts.</li> <li>Types of bullying.</li> <li>How to support others and challenge bullying.</li> <li>Support and signposting</li> </ul>   |  |                                       | Bullying – verbal, physical, social, cyber<br>Impact<br>Bystander<br>Upstander  | Learning about how to support other members of their community.   |
|  | Diversity                                    | <ul style="list-style-type: none"> <li>Understanding what diverse communities are.</li> <li>Diversity and differences.</li> <li>Barriers and challenges that individuals may face.</li> <li>Acceptance and British Values</li> </ul>                      |  |                                       | Diversity<br>Communities<br>Tolerance<br>Mutual respect<br>Equality   | Links with British Values and laws.<br><br>Learning about differences between individuals in society (cultural, racial) |
|  | Discrimination and Protected Characteristics | <ul style="list-style-type: none"> <li>The impacts of prejudice and stereotyping behaviours.</li> <li>Understanding and identifying discrimination.</li> <li>Protected characteristics and challenging discrimination.</li> <li>British Values</li> </ul> |  |                                       | Prejudice<br>Stereotyping<br>Discrimination<br>Equality<br>Protected Characteristics<br>Upstander<br>Individual Liberty | Links with British Values and laws.   |

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| <b>Half Term 2<br/>Citizenship</b><br><br><b>Introducing<br/>Citizenship</b> | Introducing Living in Modern Britain | <ul style="list-style-type: none"><li>British Values</li><li>Society</li><li>Diversity/Multiculturalism</li></ul>   | Recall key vocabulary and knowledge.         | Active citizenship case studies       | Democracy<br>Tolerance<br>Diversity                         | Links with similarities and differences between different individuals in society. |
|  | Who’s in Charge                      | <ul style="list-style-type: none"><li>How we are governed</li><li>Monarchy</li><li>Government</li><li>Parliament</li></ul>  | Opportunities for scenario-based activities. |                                       | Government<br>Monarchy<br>Parliament                        | Awareness of opportunities for representation – school council, MYPs              |
|  | Active Citizens                      | <ul style="list-style-type: none"><li>How citizens can make a change in the world</li><li>How citizens can make a raise awareness of an issue in the world</li><li>Examples of actions</li></ul>  |  |                                       | Active Citizens<br>Campaigning<br>Changemakers              | Awareness of campaigns in society   |
|  | Taking Action                        | <ul style="list-style-type: none"><li>Planning an active Citizen Action</li></ul>   |  |                                       | Active Citizens<br>Campaigning<br>Changemakers              | Awareness of campaigns in society   |
| <b>Half Term 3<br/>CFL - Living in the Wider World</b>                       | Individual Identity                  | <ul style="list-style-type: none"><li>Individual identity and perceptions.</li><li>Personal identity and values</li><li>Positive and negative qualities.</li><li>The importance of being unique.</li></ul>  | Recall key vocabulary and knowledge.         | Online safety scenarios               | Identity<br>Qualities<br>Values                             | Links with similarities and differences between different individuals in society. |
|  | Online Behaviour and Safety          | <ul style="list-style-type: none"><li>Online identify and activity.</li><li>Benefits and challenges of social media/internet.</li><li>Staying safe online.</li><li>Support and signposting</li></ul>  | Opportunities for scenario-based activities. |                                       | Online safety<br>Online identity<br>Cyber<br>Cyber bullying | Learning about the potential dangers of the online world.                         |
|  | Peer Pressure                        | <ul style="list-style-type: none"><li>Understanding and recognising peer pressure.</li><li>Identifying who influences us.</li><li>Impacts of risk-taking behaviour.</li><li>How to manage pressured situations.</li><li>Support and signposting</li></ul> |  |                                       | Peer pressure<br>Influences<br>Risks<br>Resistance          | Awareness of antisocial and unsafe behaviour and activity in society.             |

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| <b>Half Term 4<br/>CFL – Health<br/>and Wellbeing</b>          | Healthy Lifestyle and Physical Health | <ul style="list-style-type: none"> <li>How to make healthy lifestyle choices.</li> <li>Understanding what forms a healthy diet.</li> <li>Understanding the importance of exercise and sleep.</li> </ul>  | Recall key vocabulary and knowledge.<br><br>Opportunities for scenario-based activities. | Mental Health scenario                | Diet<br>Sleep<br>Exercise<br>Nutrition<br>Lifestyle<br>Habits  | Links to clubs/societies that students could join to maintain a healthy lifestyle.         |
|  | Mental Health                         | <ul style="list-style-type: none"> <li>How to manage emotions and stress.</li> <li>Signs and symptoms of poor mental health.</li> <li>Causes of poor mental health and stress.</li> <li>Recognising the relationship between physical and mental health.</li> <li>Support and signposting</li> </ul> |  |                                       | Mental health<br>Emotional health<br>Stress<br>Anxiety         | Examples of individuals in the world who have struggles with mental health – case studies  |
|  | Puberty                               | <ul style="list-style-type: none"> <li>How to manage physical and emotional changes during puberty.</li> <li>Emotional challenges during puberty.</li> <li>How the body changes during puberty.</li> <li>Personal hygiene</li> <li>Menstrual cycle and support.</li> </ul>                           |  |                                       | Puberty<br>Menstruation  | Learning about how to cope and be responsible for developing body now and into the future. |
| <b>Half Term 5<br/>Citizenship<br/><br/>Media<br/>Literacy</b> | What is Media Literacy?               | <ul style="list-style-type: none"> <li>Introducing Media Literacy</li> <li>Mis/Dis/Mal information</li> </ul>  | Recall key vocabulary and knowledge.<br><br>Opportunities for scenario-based activities. | Media case studies                    | Traditional Media<br>New media<br>Social media                 | Learning about how to understand the purpose of the media in their everyday life           |
|  | Media Literacy in Action              | <ul style="list-style-type: none"> <li>Case studies of real media events</li> <li>Exploring the impact of media in the world</li> </ul>  |  |                                       | Journalism<br>Journalist reporting                             | Learning about journalism as a future career   |
|  | Misinformation and Fact Checking      | <ul style="list-style-type: none"> <li>Importance of Fact checking</li> <li>IMPACT strategy</li> </ul>   |  |                                       | Misinformation<br>Audience<br>Malinformation<br>Disinformation | Learning how to critically analyse their information to stay safe online                   |

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| <b>Half Term 6<br/>CFL –<br/>Relationships</b> | Self Confidence                    | <ul style="list-style-type: none"> <li>Understanding self-worth and self-efficacy.</li> <li>Exploring and understanding the importance of the relationship with yourself before beginning other relationships.</li> <li>Morals</li> </ul>                                | Recall key vocabulary and knowledge.<br><br>Opportunities for scenario-based activities. | Consent and relationship scenario     | Self confidence<br>Self-efficacy<br>Relationships<br>Morals                 | Exploring how we can build confidence in ourselves – examples of interests/clubs we can attend to develop ourselves. |
|  | Positive Relationships             | <ul style="list-style-type: none"> <li>Qualities of a positive relationship.</li> <li>How to recognise unhealthy relationships.</li> <li>Support and signposting</li> </ul>  |  |                                       | Positive relationships<br>Negative relationships<br>Unhealthy relationships | Exploring different relationships in the wider world.  |
|  | Romantic Relationships and Consent | <ul style="list-style-type: none"> <li>Expectations for a romantic relationship.</li> <li>Qualities of a safe and positive relationship.</li> <li>Understanding consent and how to seek and assertively communicate consent.</li> <li>Support and signposting</li> </ul> |  |                                       | Consent<br>Assertiveness<br>Romantic relationship                           | Learning about laws around consent in the wider world.   |
|  | Relationships and Safety           | <ul style="list-style-type: none"> <li>How to recognise and respond to inappropriate and unwanted contact.</li> <li>FGM and how to access help and support</li> </ul>  |  |                                       | Female Genital Mutilation<br>Personal contact<br>Safety                     | Learning about the laws around FGM.  |

## Key Assessments

| When        | What will be assessed?  | Why is this being assessed?  | How will results be stored & students receive feedback?   |
|-------------|---|--|---|
| Half Term 1 | <ul style="list-style-type: none"> <li>Understanding of different forms of bullying.</li> <li>How to deal with and challenge bullying.</li> <li>Protected characteristics.</li> <li>How to deal with and challenge discrimination.</li> <li>Definitions of key words from half term 1.</li> </ul>                             | To check students' understanding about the meaning of key vocabulary and how to manage different situations across different relationships.                              | <p>Marked Knowledge Checkers glued into books.</p> <p>Marks to be uploaded to sims data entry spreadsheets.</p> |
| Half Term 2 | <ul style="list-style-type: none"> <li>British values</li> <li>Who is in charge and their responsibilities</li> <li>Creating a successful citizen action</li> </ul>   | To check students' understanding about the meaning of key British Values, those who rule us and what their responsibilities are and the features of a successful action. | Knowledge checkers are marked in class, so immediate feedback is provided to address any misconceptions.        |
| Half Term 3 | <ul style="list-style-type: none"> <li>Methods for staying safe online.</li> <li>Positives and negatives of social media.</li> <li>Peer pressure and how to manage this.</li> <li>Definitions of key words from half term 3.</li> </ul>   | To check students' understanding about the meaning of key vocabulary and how to keep themselves safe and manage different situations in the wider world.                 | <p>Marked Knowledge Checkers glued into books.</p> <p>Marks to be uploaded to sims data entry spreadsheets.</p> |
| Half Term 4 | <ul style="list-style-type: none"> <li>How to maintain a healthy lifestyle.</li> <li>How to improve mental health.</li> <li>Signs and symptoms of poor physical and mental health.</li> <li>Coping strategies.</li> <li>Signs of puberty in males and females.</li> <li>Definitions of key words from half term 4.</li> </ul> | To check students' understanding about the meaning of key vocabulary and how to be responsible for their own health.   | Knowledge checkers are marked in class, so immediate feedback is provided to address any misconceptions.        |
| Half Term 5 | <ul style="list-style-type: none"> <li></li> </ul>  |  | <p>Marked Knowledge Checkers glued into books.</p> <p>Marks to be uploaded to sims data entry spreadsheets.</p> |
| Half Term 6 | <ul style="list-style-type: none"> <li>Methods to build self confidence</li> <li>Positive and negative qualities within different relationships.</li> <li>How to deal with negativity in relationships.</li> <li>The meaning of consent.</li> <li>Definitions of key words from half term 6.</li> </ul>                       | To check students' understanding about the meaning of key vocabulary and how to manage different situations within different relationships.                              | Knowledge checkers are marked in class, so immediate feedback is provided to address any misconceptions.        |