

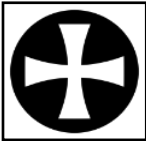

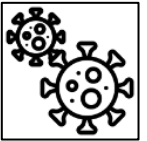









Skills for Life Curriculum Map










Skills for Life Curriculum Map	
<p>St. Cuthbert's Curriculum Vision</p> 	<p>The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens who fulfil the Catholic Mission to bring about the Common Good.</p>
<p>Skills for Life Curriculum Vision</p> 	<p>Skills for life curriculum aims to extend students' knowledge of living in the wider world, health and well-being and relationships to ensure that they leave St Cuthbert's prepared to lead a safe, happy and successful life prepared with the skills and characteristics to be a full rounded member of their community who can make well thought out decisions for themselves.</p> <p>Icons: refer to the curriculum definitions sheet and identify where the following are evident in our curriculum: skills for life, literate and articulate, cultural capital, enrichment, careers, preparing for life in modern Britain. All staff and students should be able to articulate this.</p>

Curriculum Icons Key							
Catholic Mission	Careers (CEIAG)	COVID Catch-up	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and communication	Skills for Life
							






Skills for Life 'at a glance'

	AUTUMN		SPRING		SUMMER	
YEAR 7	Health and wellbeing Transition safety. Careers Day.	Living in the wider world Developing skills and aspirations. Distinguishing needs from wants. Charity and love for others.	Relationships Diversity Grateful to god and others. Appreciate of blessings. Working with others.	Health and well being Health and puberty. Careers Day.	Relationships Building relationships.	Living in the wider world Financial decision making. Stewardship. Character Education.
YEAR 8	Health and wellbeing Drugs and Alcohol. Understanding of law. Careers Day.	Living in the wider world Community and Careers. Charity and love for others.	Relationships Discrimination. Understanding sexual identity. Healthy relationships.	Health and well being Emotional wellbeing. Human rights vs Law. Careers Day.	Relationships Identity and relationships.	Living in the wider world Digital Literacy.
YEAR 9	Health and wellbeing Peer influence, substance use and gangs. Seeking support and advice. Careers Day.	Living in the wider world Setting goals. Community and careers Charity and love for others.	Relationships Respectful relationships. Drugs and peer pressure.	Health and well being Healthy lifestyle. Internet and safety harms. Careers day	Relationships Intimate relationships. Identity and relationships.	Living in the wider world Employability skills. British Values. Cultural development.
YEAR 10	Health and wellbeing Mental Health. Emotional well-being. Careers Day.	Living in the wider world Financial decision making Citizenship	Relationships Healthy relationships.	Health and well being Exploring influence. Emergency first Aid. Careers day.	Relationships Addressing extremism and radicalisation. Sexual exploitation	Living in the wider world Experience of work. Thinking about the next step.
YEAR 11	Living in the wider world Building for the future. Careers Day.	Health and wellbeing Building for the future. Charity and love for others.	Relationships Communication in relationships. Wants vs Needs.	Health and well being Independence. Careers Day.	Relationships Families.	






		AUTUMN	SPRING	SUMMER
Year 7	Theme	Health and Well Being Living in the Wider World	Relationships Health and Well Being	Living in the Wider World Relationships
	Knowledge / skills	<p>Knowledge </p> <ul style="list-style-type: none"> • Understand how to travel to school safely • Understand how to manage friendships • How to identify personal strengths and traits • What makes us unique • Basic first aid techniques to preserve life, promote recovery and prevent worsening  • Understanding of equal opportunities  • Understanding of different faiths within our community  • Knowledge of abilities and skills needed for different careers  • How to challenge stereotypes 	<p>Knowledge: </p> <ul style="list-style-type: none"> • Understanding of diversity and our rights and responsibilities in relation to this  • Understanding of what bullying online and in real life • Understanding of healthy lifestyle choices and the importance of maintaining regular physical activity and eating a healthy diet • Know the effects of unhealthy eating • How to maintain good personal hygiene • Understanding of FGM and laws relating to this 	<p>Knowledge </p> <ul style="list-style-type: none"> • Know how to develop self-worth and efficacy • Understanding of how to build positive relationships • Know different types of bullying including cyber bullying • How to recognise unhealthy relationships • How to make sound financial decisions  • How to manage a budget and manage risk • Understanding of different character traits and how to develop these traits







		AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> Understanding of charity and showing love and care for other  <p>Skills</p> <ul style="list-style-type: none"> Develop resilience and coping strategies for transition How to study effectively How to utilise personal strengths and traits Empathy with others Reflection and debating skills Problem solving and communication Research into different career types 	<p>Skills:</p> <ul style="list-style-type: none"> How to challenge prejudice and discrimination in the right manner How to respond to bullying and how to support others that are experiencing it How to manage influences relating to caffeine, smoking and alcohol How to recognise and respond to unwanted contact 	<p>Skills:</p> <ul style="list-style-type: none"> How to challenge media stereotypes How to manage expectations of a romantic relationships How to set boundaries in a relationship
	Rationale	<p>Links to previous learning: In primary school, students should have been taught the fundamental building blocks of characteristics of positive relationships. The first part of the term will build upon this and develop their understanding of building lasting positive relationships. Students should also have been taught some basic first aid and this unit will build upon this.</p>	<p>Links to previous learning: All topics will build upon knowledge and skills and knowledge developed in KS2 and during the first term of Year 7. The first half term will focus on healthy relationships including an understanding of diversity and challenging prejudice and discrimination. This is a topic which students and parents highlighted in the stakeholder voice as a key topic. In the second half term, the focus will move</p>	<p>Links to previous learning: During the previous term, students will have visited healthy relationships and this terms learning will build upon this looking at unhealthy relationships, social media influences, bullying and romantic relationships. We will also cover during this term financial decision making and budgeting which will allow students who will have more independent control of finances in Year 7 to understand the</p>










		AUTUMN	SPRING	SUMMER
		<p>The work based around careers is to broaden students' horizons, raise their aspirations and from the earliest point, get them to understand the importance of achieving the best possible results.</p> <p>Links to future learning: We have decided upon a thematic approach which will allow students to build upon prior knowledge the topics of health and well being and living in the wider world will be revisited in Year 7 and twice throughout each further year to embed this knowledge and teach age appropriate content which builds upon prior knowledge.</p> <p>Why: These units have been placed at the start of Year 7 to aid transition and embed essential personal and education skills at the earliest point.</p>	<p>onto making good choices and physical and emotional changes as students begin puberty.</p> <p>Links to future learning: All of these topics will be revisited throughout KS3 and KS4 with increasingly sensitive topics discussed at an age appropriate time.</p> <p>Why: Stakeholder voice from staff, students and staff indicated that this was the pertinent time for this content to be covered.</p>	<p>importance of budgeting and managing their money</p> <p>Links to future learning: The relationship element of this terms learning will be built upon in future years building up to sex and relationship education in Year 9 and good parenting and features of healthy relationships in Year 11</p> <p>Why: Our stakeholder voice indicated that students understand little about managing a budget or how to look after their financial affairs once they leave school. This is the first stage of addressing this and this will be built upon during future years.</p>

		AUTUMN	SPRING	SUMMER
Year 8	Theme	Health and Well Being Living in the Wider World	Relationships Health and Well Being	Living in the Wider World Relationships
	Knowledge / skills	Knowledge  <ul style="list-style-type: none"> • Understanding of medicinal and recreational drugs • Understand the relationship between habit and dependence • Knowledge of the detrimental effects of energy drinks, smoking, e cigarettes • Laws of the justice system and the role of the government, police and the courts  • Laws surrounding drug use • Understand about equality of opportunity in life and work • Basic understanding of employments and voluntary work and a young person's rights  • Understanding of qualifications post 16 and setting of aspirational goals for the future 	Knowledge  <ul style="list-style-type: none"> • Understanding of how to manage beliefs and decisions • How to develop self-worth and confidence • Understanding of different forms of gender identity • Knowledge of the characteristics of positive and healthy relationships • Understanding of attitudes towards mental health to include stigmas, myths and challenges • Understanding of how to manage emotions and develop resilience • Knowledge of self harm and eating disorders and their impact on wellbeing and health • Understanding of healthy coping strategies for mental health issues 	Knowledge  <ul style="list-style-type: none"> • Qualities and positives of healthy relationships • Understanding of how to demonstrate positive behaviours in relationships • Understanding of gender identity and sexual orientation • Knowledge of how to develop partnerships • Understanding of the law in relation to seeking consent • Understanding and risks of sexting • Understanding of the risks of sharing indecent images and the laws surrounding this • Understanding of how to recognise grooming and exploitation • How to recognise biased and misleading information online and the importance of following age restrictions associated with the media



		AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> Knowledge of where and how to find out more about different careers Knowledge of love and charity and supporting others.   <p>Skills</p> <ul style="list-style-type: none"> How to make effective decisions surrounding peer pressure and lifestyle choices Be able to challenge stereotypes and discrimination effectively – Understanding of how this can lead to more serious issues if this is not challenged. 	<p>Skills</p> <ul style="list-style-type: none"> How to challenge discrimination to include; race, gender and sexuality 	<p>Skills</p> <ul style="list-style-type: none"> How to make independent effective decisions and not to be coerced into things that they are uncomfortable with How to make effective decisions about what they share online How to use social networking sites effectively and safely How to distinguish between public and private information online
Rationale	<p>Links to prior learning Students will build upon their prior knowledge from KS2 and Year 7 of lifestyle choices that can impact on their health and link this to laws and how this can affect their future. Students will also build upon their understanding of careers and how they can progress upon leaving St Cuthbert's into a range of pathways</p>	<p>Links to prior learning Students will build upon their knowledge of how and when to challenge discrimination and stereotypes building upon identifying this in Year 7. The knowledge of positive and healthy relationships is riddled throughout our curriculum as this is an area identified through stakeholder voice and safeguarding/pastoral logs as one of the areas that our students struggle with most.</p>	<p>Links to prior learning Students will build upon their knowledge of healthy relationships and look at how this may be affected by technology/social media. Students will have covered in computer science in Year 7 term 1 about keeping safe online, this will build upon this and be explicit about laws and risks relating to inappropriate online content/contact.</p>	






		AUTUMN	SPRING	SUMMER
		<p>Links to future learning: Students will cover all of these topics in greater depth during Year 8 and during the remainder of KS3 and KS4 when it is appropriate for them to do so.</p> <p>Why: Students are learning about these topics at this point as it was advocated through stakeholder voice that students would like to learn more about Careers at an earlier age, this also fits in with meeting the requirements of the Gatsby benchmarks. Recent trials of work based safaris in Year 8 have proved extremely productive and student voice has shown that this has made them more aspirational about their futures.</p>	<p>Links to future learning: Students will continue to build upon their knowledge of healthy relationships throughout both KS. Mental health will also be revisited in Year 10 unit 1 in more detail.</p> <p>Why: Positive and healthy relationships and developing self work and the ability to challenge things which they know are wrong are deliberately placed here together to show students that these two areas link together inextricably – i.e. the right to a healthy relationship and the right to challenge where they feel that this is not the case.</p>	<p>Links to future learning: In Unit 1 of Year 9, students will link this knowledge and understanding of the risks of exploitation into CCE, CSE and gangs. This will also be revisited during Year 10 in Spring term looking at the impact of this on families and their future.</p> <p>Why: Our safeguarding team have identified the end of Year 8 and beginning of Year 9 as the hotspots for the beginnings of this behaviour and we felt it best to tackle this issue early to warn students of the devastating effects of this. Consent will be tackled in basic form in relation to seeking consent and the laws surrounding this and will be built upon in term three of Year 9.</p>
	Theme	<p>Health and Well Being Living in the Wider World</p>	<p>Relationships Health and Well Being</p>	<p>Living in the Wider World Relationships</p>
	Knowledge / skills	<p>Knowledge</p> 	<p>Knowledge</p> 	<p>Knowledge</p> 

		AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> • Understanding of peer influence on substance use, gangs and knife crime • Understanding of health and unhealthy relationships in relation to peer influence • Understanding what criminal exploitation is and the risks associated with this • The negative effects of and health risks associated with drugs and alcohol • Understanding of civil law – right and wrong and their responsibilities within this  • Responsibility and encouraging correct behaviour • Developing an understanding of the transferrable skills in a workplace  • Career pathways at 14 and 16 • Managing feelings and aspirations about the future and employment • Further exploration of post 16 pathways and how this may affect their career choice • Charity and love for one another  	<ul style="list-style-type: none"> • Understanding of different types of families and parenting • Marriage – rights and responsibilities • Positive relationships with parents • Managing conflict in different contexts/settings • Understanding of work life balance and how to make informed choices • Knowledge of body image and how media can distort our perceptions of reality – online v reality • Knowledge of how to do regular self-checking of our bodies • Understanding of the importance of taking up vaccines. • An understanding of online relationships and the risks • An understanding of online gambling and identifying the harm it can cause • Knowledge of where and how to get support with any of the issues throughout the unit <p>Skills</p> <ul style="list-style-type: none"> • Development of conflict resolution strategies • How to seek help when needed 	<ul style="list-style-type: none"> • Understanding of the Catholic church teaching on the morality of natural and artificial methods of managing fertility  • Knowledge of how to make informed decisions about sex and relationships • Understanding consent implicitly and removing and myths or misconceptions • Understanding the right to say no and withdraw consent at anytime • Understanding of sexual harassment and what constitutes this. How to treat others with dignity and respect • Knowledge of STIs and how to negotiate safer sex • Knowledge of the consequences of unprotected sex including pregnancy • Understanding of unrealistic expectations of relationships in the media • Risks of sending and sharing sexual images • Understanding of employability skills and responsibilities in the workplace








		AUTUMN	SPRING	SUMMER
		<p>Skills:</p> <ul style="list-style-type: none"> • How to manage risks • Ability to debate and present points of view in an appropriate manner. • Research skills 		<ul style="list-style-type: none"> • Understanding of how to manage online profiles and the importance of this to their future • British values and their importance to life in modern Britain  • Recognising and celebrating cultural diversity  <p>Skills</p> <ul style="list-style-type: none"> * How to make effective and informed decisions • How to act upon and give constructive feedback
	Rationale	<p>Links to prior learning This unit will build upon the knowledge developed in Year 8 of peer influences and lifestyle choices and their consequences. Careers content will build upon the units completed in Year 7 and 8 and start to progress students onto thinking about pathways and opportunities available to them at 14.</p>	<p>Links to prior learning This unit will build upon students' knowledge of healthy relationships and start to build in more 'adult' themes in preparation for sex and relationship education at the end of the year (term 3). Linked with this more adult theme, students will build upon their knowledge of money management to look at online gambling and the risks.</p>	<p>Links to prior learning Students have built upon their understanding of relationships and what constitutes a health one, during this unit students will embed their knowledge and develop their understanding of a healthy sexual relationships and link this with developing their understanding of catholic teachings.</p>





		AUTUMN	SPRING	SUMMER
		<p>Links to future learning: Students will build upon the work in Year 8 around Civil and Criminal law and look at the age of responsibility. This will be further built upon during KS4.</p> <p>Why: From our safeguarding records, the end of Year 8/Year 9 is where our students are most vulnerable to CCE/CSE and thus it has been placed here. Careers information is deliberately embedded each year in the first term to build upon prior knowledge and motivate students at the start of the year.</p>	<p>Links to future learning: Students will build upon this knowledge and understanding at the end of this year when they cover sex and relationship education. This will also be built upon during KS4.</p> <p>Why: To ensure that students have a good understanding of relationship responsibilities.</p>	<p>Links to future learning: This unit will be built upon during KS4 with ideas explored how to challenge unhealthy relationships.</p> <p>Why: Stakeholder voice placed this topic at the end of Year 9. Most students felt that it should be covered at the end of Year 8 or during Year 9 where as parents felt it should be delayed until Year 10. We have therefore elected to place it at the end of Year 9. This topic will still need sensitive handling. Whilst some students will be ready to discuss these topics, others may find it difficult.</p>
Year 10	Theme	Health and Well Being Living in the Wider World	Relationships Health and Well Being	Living in the Wider World Relationships
	Knowledge / skills	Knowledge 	Knowledge 	Knowledge 



		AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> • Understanding of what constitutes positive mental health and what may affect our mental health • Knowledge of how to reframe negative thinking • Understanding of how to promote health and well being • Understanding of social media influences and how these can be negative and positive • Understanding of a budget and how to prevent debt • How to manage financial risk including revisit of gambling and the risks associated • Understanding of the law and illegal financial activities • Understanding of parliament and the electoral system and the role of elections  • Understanding of ethnic identities within the UK – promotion of mutual understanding and how we can all contribute to society  • Charity and love of others  	<ul style="list-style-type: none"> • Understanding of the positive aspects of one to one relationships • How to tackle myths and assumptions about gender, sex and relationships and the impact of the media on this • Understanding of consent and exploring the concept of 'victim blaming' • Understanding of sexuality, abstinence and celibacy • Family planning and the importance of protecting oneself from STIs • Knowledge of media influences on gang culture • Positive and negative role models • Understanding the impact of drugs and alcohol on families and decision making • Managing peer influences on substances, crimes and gangs • How to apply exit strategies to dangerous situations • How to seek help for substance abuse and addiction 	<ul style="list-style-type: none"> • Understanding of how to be a part of an inclusive community and show respect and hold a sense of belonging  • Understanding extremism and radicalisation and how to tackle this  • Understanding and being able to define sexual consent, sexual exploitation, abuse, peer on peer abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence, FGM and know why they are always unacceptable. • Knowledge of how to recognise an unhealthy or abusive relationships • Knowledge and understanding of violence including honour based violence, forced marriage, sexual harassment, sexual abuse and rape. • Strategies to access support • Understanding of domestic violence and where to seek help • Responsibilities in the workplace










		AUTUMN	SPRING	SUMMER
		<p>Skills</p> <ul style="list-style-type: none"> • How to cope with exam stress • How to budget effectively 	<p>Skills</p> <p>* How to recognise pressure & coercion</p> <ul style="list-style-type: none"> • How to treat injuries and illnesses in a range of first aid scenarios to promote recovery, prevent worsening and preserve life 	<ul style="list-style-type: none"> • Understanding of how to problem solve with health and safety in the workplace • How to maintain a positive personal presence online • Evaluation of post 16 pathways to prepare for applications in Year 11  <p>Skills:</p> <ul style="list-style-type: none"> • How to overcome challenges and adversity • Work related skills will be developed through an experience of work day led by external professionals
Rationale	<p>Links to prior learning Students will build upon their knowledge of budgeting and managing money in a more real world context. They will also look at parliament and elections to develop their understanding of the role they will play in society when they reach 18. This will build on the unit of study in Year 8 term 1. The mental health unit will also build upon the introductory unit from Year 8 and the work conducted as a part of the form period surrounding mental health which is covered in term two in all year groups.</p>	<p>Links to prior learning This will build upon the learning at KS3 on relationships, peer influences. The learning will be deepened to look at how this can affect their future life.</p> <p>Links to future learning: These are skills and knowledge which will be deepened during their adult life as they deal with the issues.</p>	<p>Links to prior learning This will build upon student's prior understanding and knowledge of influences upon them and how to tackle these. This unit will also explore some crucial adult themes surrounding relationships as the students come to the end of Year 10.</p> <p>Links to future learning: Some of these topics will be covered in further detail in Year 11, particularly around careers. This unit should help</p>	



		AUTUMN	SPRING	SUMMER
		<p>Links to future learning: This will be built upon in Year 11 when we explore stress management in terms of future options and exams.</p> <p>Why: To prepare students for their role in the electoral system on leaving St Cuthbert's. Pastoral and safeguarding show a significant increase in mental health issues in Year 10.</p>	<p>Why: To broaden students understanding of these topics at an age appropriate time and rather than just looking at the negative effects of these issues, looking at their impact on later life.</p>	<p>students prepare for the important decisions they will make at the start of Year 11.</p> <p>Why: All of these topics need coverage under the statutory RSHE guidance, but the sensitive and adult nature of some of the themes has led to us placing these at the end of Year 10. The careers provision is placed here to link with experience of work day, college visits and preparation for applications in Year 11.</p> <p>Safeguarding statistics indicate that significant numbers of our school population have been witness to or the victims of domestic abuse and therefore it is pertinent that this covered thoroughly to ensure understanding of the severity of this and that students know how to respond if they experience it.</p>
Year 11	Theme	Living in the Wider World Health and Well Being	Relationships Health and Well Being	Relationships



		AUTUMN	SPRING	SUMMER
Knowledge / skills	Knowledge	 <ul style="list-style-type: none"> Students will explore the whole range of post 16 pathways Knowledge of how to maximise employability How to develop resilience and self- efficacy and resilience Understanding the nature and cause of stress and how to manage it Charity and love of others 	 <ul style="list-style-type: none"> Developing further understanding of gender identity and sexual orientation Developing knowledge of marriage and understanding of the legal status of other long term relationships Assessing risk and safety in new and unfamiliar situations How to assess emergency situations and contact services for help Understanding of what constitutes relationship abuse – signs and how to get help Knowledge of lifestyle choices and links to health risks Knowledge and understanding of how and why to attend health screening sessions and how to self-examine How to register at medical services Understanding of blood, organ and stem cell donation How to manage influences and make informed decisions about cosmetic 	 <ul style="list-style-type: none"> Knowledge of different types of family How to evaluate readiness for parenting Knowledge of pregnancy, birth and miscarriage Decision making around unplanned pregnancy to include, abortion, adoption and fostering (Taught within catholic teaching on the sanctity of life) Knowledge of strategies to manage changes, loss, grief and bereavement
	Skills	   <ul style="list-style-type: none"> Students will be able to create a CV suited to a college/job application How to partake in an interview and sell themselves How to give and receive constructive feedback Effective revision strategies How to manage judgements and stereotypes 		



		AUTUMN	SPRING	SUMMER
			<p>and body alterations including sun bed safety</p> <p>Skills</p> <ul style="list-style-type: none"> * How to communicate assertively in relationships • How to challenge unwanted attention and harassment • 	
	Rationale	<p>Links to prior learning: This unit will build on the learning from KS3 and 4. This will be related to the real world through Careers Day which will allow for a mock interview with an adult that they are unfamiliar with and meeting employees and employers from a range of backgrounds. The second part of the unit will build upon work done at the start of Year 10 around work life balance and maintaining good mental health. Links will be made from this unit into their adult life and the need for balance</p> <p>Links to future learning: The knowledge and skills explored in this unit will allow all students to apply for an appropriate post 16 pathway</p>	<p>Links to prior learning This unit will build upon students' understanding of healthy and positive relationships from KS3 and Year 10. It also brings in age appropriate content on health and well-being which have been covered superficially in previous years.</p> <p>Links to future learning: This unit will help to prepare students for life post St Cuthbert's</p>	<p>Links to prior learning This unit will build upon students' understanding of healthy and positive relationships from KS3 and Year 10. It also brings in age appropriate content on relationships and parenthood which have been covered superficially in previous years.</p> <p>Links to future learning: Adult life – need to know information.</p>



		AUTUMN	SPRING	SUMMER
		<p>Why: Careers Education and advice is the first topic taught in Year 11 to ensure that all students have at least one appropriate college application made by October half term. As students prepare for their mock exams this unit has been placed here to help students to manage their anxieties and expectations. The focus in this term is around developing skills for real life rather than building knowledge.</p>	<p>Why: Following on from stakeholder voice, this was an essential topic that parents felt that we should deal with sensitively as students reached Year 11 where they would be able to discuss maturely difficulties in relationships and how to address these. This unit has been placed here to link into students becoming young adults and leaving school. This was again identified as a priority KS4 topic from our stakeholder voice. These were topics which students felt that they had little or no knowledge of, but would definitely need once they left school next term.</p>	<p>Why: This will build upon the work completed in Year 10. The nature of this topic is linked to them as young adults becoming parents themselves and teaching them to be reflective on what makes a good parent. Students will also be taught about the sanctity of life and reflect on unwanted pregnancy and abortion and where to seek help if necessary.</p>