

## Life Skills KS4 2-year plan

### Subject Curriculum intent:

The intention of the Life Skills curriculum is to equip pupils with essential skills for life so that pupils can stay safe and healthy, including online. Pupils have the knowledge and skills to build and maintain healthy relationships and are able to assess risk and make safe and informed decisions now and in the future. The Life Skills curriculum ensures every child is offered challenging and engaging learning experiences with Christian values at heart. Our main aims are to:

- **Live:** Ensure pupils develop as independent, confident and successful learners so that they can make an active contribution to society and their communities, as well as making informed and safe decisions within their own lives
- **Love:** Ensure pupils are prepared for the next stage of their education and broaden pupils' horizons through developing the knowledge, skills and attributes to manage life's challenges
- **Learn:** Develop an understanding of self and the importance of physical and mental wellbeing and to support pupils in recognising risks and how to ask for or receive support

The Life Skills curriculum has three core concepts threaded throughout. These are: **Health and Wellbeing, Relationships and Living in the Wider World**. The curriculum has been designed with these concepts in mind to ensure that all pupils benefit from a well-structured approach to their learning in Life Skills. The Life Skills curriculum allows equal opportunities for all pupils, regardless of their starting point or any possible barrier to learning. Life Skills allows pupils to enhance their understanding of themselves, their communities and the wider world. Pupils' cultural capital is expanded as Life Skills provides opportunities for pupils to learn about and explore cultures beyond their own.

### Assessment and feedback opportunities:

Assessing learning in Life Skills education must use a combination of teacher assessment and pupil self- and peer assessment. It would be inappropriate for assessment in Life Skills education to be about grades, or about passing or failing. The model of assessment that is most meaningful in Life Skills education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. The benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.

### Resources:

PowerPoints, Exercise Books, Chromebooks, post it notes, whiteboards, non-fiction books, anatomy models

### Development:

Literacy: Key word/glossary developments with SPAG embedded. Extended writing development through deeper questioning.

Numeracy: Budget and make financial decisions.

Spiritual, Moral, Social and Cultural: Be considerate and take into account the beliefs and views of others and how these may differ from their own.

Careers Links: Many including; Teacher, Nurse, Police Officer, Project manager, Careers counsellor, Social worker.

Skills Development: Knowledge of the human body and understanding of lifestyle choices & consequences, presentation skills, communication skills, ability to debate in a constructive and safe way.

# EDWARD PEAKE LIFE SKILLS THEMATIC EDUCATION: LONG-TERM OVERVIEW 2025-2026

## Year 10 and 11

Please note this is subject to change due to the nature of the subject.

	<b>Autumn 1</b> Health & wellbeing	<b>Autumn 2</b> Living in the wider world	<b>Spring 1</b> Relationships	<b>Spring 2</b> Health & wellbeing	<b>Summer 1</b> Living in the wider world/Relationships	<b>Summer 2</b> Relationships
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism
<b>Year 11</b>	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

## YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources
<b>Autumn 1</b> Health & wellbeing	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  PoS refs: H2, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> <li>• how to manage challenges during adolescence</li> <li>• how to reframe negative thinking</li> <li>• strategies to promote mental health and emotional wellbeing</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how to access support and treatment</li> <li>• about the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> </ul>	PSHE Association - Mental Health and Emotional Wellbeing  BBFC - Emotional Wellbeing and the Media  PSHE Association – Developing learning skills
<b>Autumn 2</b> Living in the wider world	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices  PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> </ul>	Cifas – Anti Fraud Education  Demos & GambleAware - Resilience to gambling  National Crime Agency - Exploring Cybercrime
<b>Spring 1</b> Relationships	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<ul style="list-style-type: none"> <li>• how to effectively budget and evaluate savings options</li> <li>• how to prevent and manage debt, including understanding credit rating and payday lending</li> <li>• how data is generated, collected and shared, and the influence of targeted advertising</li> <li>• how thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling</li> <li>• strategies for managing influences related to gambling, including online</li> <li>• about the relationship between gambling and debt</li> </ul>	PSHE Association - Consent lesson packs University of Exeter – Working out relationships? Medway Public Health Directorate – Relationships and Sex Education PSHE Association - Not just flirting NCA-CEOP Education – Exploited Home Office - Something’s Not Right (abuse disclosure) NSPCC Talk Relationships Every Mind Matters - One-to-one relationships; Positive friendships University of Exteter - Modern Families PSHE Association – Friendship and bullying

- about the law and illegal financial activities, including fraud and cybercrime
- how to manage risk in relation to financial activities

	PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ul style="list-style-type: none"> <li>• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• how to recognise and challenge victim blaming</li> <li>• about asexuality, abstinence and celibacy</li> </ul>	
<b>Spring 2</b>  Health & wellbeing	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media  PoS refs: H19, H20, H21, R20, R35, R36, R37	<ul style="list-style-type: none"> <li>• about positive and negative role models</li> <li>• how to evaluate the influence of role models and become a positive role model for peers</li> <li>• about the media's impact on perceptions of gang culture</li> <li>• about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• how drugs and alcohol affect decision making</li> <li>• how to keep self and others safe in situations that involve substance use</li> <li>• how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• exit strategies for pressurised or dangerous situations</li> <li>• how to seek help for substance use and addiction</li> </ul>	Medway Public Health - Gangs: Managing risks and staying safe  PSHE Association – Drug education  Act for Youth: RUN HIDE TELL  Thames Valley Police – Tackling Violence Against Women and Girls
<b>Summer 1</b>  Living in the wider world	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work  PoS refs: H1, L1, L2, L3, L5, L7, L8, L9	<ul style="list-style-type: none"> <li>• about communities, inclusion, respect and belonging</li> <li>• about the Equality Act, diversity and values</li> <li>• about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>• how to manage conflicting views and misleading information</li> <li>• how to safely challenge discrimination, including online</li> <li>• how to recognise and respond to extremism and radicalisation</li> </ul>	Environment Agency – Growing careers for positive change  PSHE Association - Careers Education lesson plans  PSHE Association – Navigating work, study and careers  Financial Literacy and Inclusion Campaign (FLIC)
<b>Summer 2</b>	<b>Addressing extremism and</b>		PSHE Association – Belonging and community:

Relationship	<b>radicalisation</b> Community cohesion and challenging extremism  PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	<ul style="list-style-type: none"><li>• how to evaluate strengths and interests in relation to career development</li><li>• about opportunities in learning and work</li><li>• strategies for overcoming challenges or adversity</li><li>• about responsibilities in the workplace</li><li>• how to manage practical problems and health and safety</li><li>• how to maintain a positive personal presence online</li><li>• how to evaluate and build on the learning from work experience</li></ul>	addressing discrimination and extremism  Google and ISD: Be Internet Citizens
--------------	---	--	---

## YEAR 11 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources
<b>Autumn 1</b> Health & wellbeing	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities  PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> <li>• how to manage the judgement of others and challenge stereotyping</li> <li>• how to balance ambition and unrealistic expectations</li> <li>• how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• how to maintain a healthy self-concept</li> <li>• about the nature, causes and effects of stress</li> <li>• stress management strategies, including maintaining healthy sleep habits</li> <li>• about positive and safe ways to create content online and the opportunities this offers</li> <li>• how to balance time online</li> </ul>	PSHE Association - Mental Health and Emotional Wellbeing  PSHE Association - The Sleep Factor  PSHE Association - Health Education: food choices, physical activity & balanced lifestyles  Every Mind Matters – Dealing with change; Exam stress  Google and ISD: Be Internet Citizens  AYPH - A fair and equal opportunity to be healthy
<b>Autumn 2</b> Living in the wider world	<b>Next steps</b> Application processes, and skills for further education, employment and career progression  PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<ul style="list-style-type: none"> <li>• how to use feedback constructively when planning for the future</li> <li>• how to set and achieve SMART targets</li> <li>• effective revision techniques and strategies</li> <li>• about options post-16 and career pathways</li> <li>• about application processes, including writing CVs, personal statements and interview technique</li> <li>• how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>• about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul>	PSHE Association - Careers Education lesson plans Environment Agency – Growing careers for positive change PSHE Association – Navigating work, study and careers Financial Literacy and Inclusion Campaign (FLIC)

<p><b>Spring 1</b> Relationships</p>	<p><b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<ul style="list-style-type: none"> <li>• about core values and emotions</li> <li>• about gender identity, gender expression and sexual orientation</li> <li>• how to communicate assertively</li> <li>• how to communicate wants and needs</li> <li>• how to handle unwanted attention, including online</li> <li>• how to challenge harassment and stalking, including online</li> <li>• about various forms of relationship abuse</li> <li>• about unhealthy, exploitative and abusive relationships</li> <li>• how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>	<p>Medway Public Health Directorate – Relationships and Sex Education NCA-CEOP: Online blackmail University of Exeter – Working out relationships? University of Essex – Communication matters NCA-CEOP Education – Exploited Home Office - Something’s Not Right (abuse disclosure) Medway Public Health Directorate – Managing healthy and unhealthy relationship behaviours NSPCC Talk Relationships PSHE Association – Friendship and bullying Thames Valley Police – Tackling Violence Against Women and Girls PSHE Association – Body modifications</p>
<p><b>Spring 2</b> Health &amp; wellbeing</p>	<p><b>Independence</b> Responsible health choices, and safety in independent contexts PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li> <li>• emergency first aid skills</li> <li>• how to assess emergency and non-emergency situations and contact appropriate services</li> <li>• about the links between lifestyle and some cancers</li> </ul>	<p>St John Ambulance: ‘First Aid Training in School’ lesson plans, KS4 Coppafeel! – Breat cancer awareness Orchid - What is testicular cancer? NHS Blood and Transplant - Exploring blood, organ and stem cell donation</p>



		<ul style="list-style-type: none"> <li>• about the importance of screening and how to perform self examination</li> <li>• about vaccinations and immunisations</li> <li>• about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>• how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>• about blood, organ and stem cell donation</li> </ul>	<p>You Before Two - The Fundamentals (£)  AYPH - A fair and equal opportunity to be healthy  Canesten – The Truth, Undressed  Highgate School &amp; NHS Barts – Testicular Health  Act for Youth: RUN HIDE TELL  Motor Insurers’ Bureau – Staying safe on the roads  You Before Two – Contraception Choices (£)  Thames Valley Police – Tackling Violence Against Women and Girls</p>
<p><b>Summer 1</b> Relationships</p>	<p><b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p>	<ul style="list-style-type: none"> <li>• about different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> <li>• about unplanned pregnancy options, including abortion</li> <li>• about adoption and fostering</li> <li>• how to manage change, loss, grief and bereavement</li> <li>• about ‘honour based’ violence and forced marriage and how to safely access support</li> </ul>	<p>PSHE Association – Fertility and pregnancy choices  University of Exeter – Working out relationships?  University of Exeter – The Rights Idea?  University of Exeter - Modern Families  Freedom Charity - Forced marriage and FGM  PSHE Association – Committed relationships and family life  University of Essex – Communication matters</p>