

WMA - Learning for Life						
Curriculum Plan – Y7						
	HT1	HT2	HT3	HT4	HT5	HT6
Topic Title	Transition	Child exploitation	Careers	Relationships	Health and puberty	Financial decision making
Topic Overview: Students will be able to...	Students will be able to confidently navigate transition to secondary school.	Students will be able to assess the risks involved with child criminal and child sexual exploitation.	Students will be able to explain what a career is and what a work-life balance is.	Students will be able to recognise what healthy friendships and families look like.	Students will be able to explain the changes the body goes through during puberty.	Students will be able to use a budget, understand what value for money is and about saving and borrowing.
Prior Learning: Pupils are already able to...	Students should already know <ul style="list-style-type: none"> • how to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • about practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school 	Students should already know <ul style="list-style-type: none"> • how to compare the features of a healthy and unhealthy friendship • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’ • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations 	Students should already know <ul style="list-style-type: none"> • how to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values 	Students should already know <ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal 	Students should already know <ul style="list-style-type: none"> • that female genital mutilation (FGM) is against British law • about healthy eating • about personal hygiene • how sleep contributes to a healthy lifestyle • about healthy sleep strategies 	Students should already know <ul style="list-style-type: none"> • about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money • how having or not having money can impact on a person’s emotions, health and wellbeing
Golden Knowledge	<p>Lesson 1 What is a rumour? What is a first impression? What are the emotions associated with starting something new/unfamiliar?</p> <p>Lesson 2 What is a community? What is your identity made up of?</p> <p>Lesson 3 What is self-esteem? What can affect our self-esteem? How to improve our self-esteem?</p> <p>Lesson 4 What is banter? When does banter become bullying?</p>	<p>Lesson 1 What is child criminal exploitation? What is county lines?</p> <p>Lesson 2 Who do they target? How do they recruit new members? What are the signs that someone is being exploited?</p> <p>Lesson 3 What is child sexual exploitation? What is grooming? What is consent?</p>	<p>Lesson 1 What is self-awareness? What characteristics are protected by law?</p> <p>Lesson 2 What is a career? What is an entrepreneur?</p> <p>Lesson 3 How can someone achieve a good work life balance? What are the skills of the future?</p>	<p>Lesson 1 What are the characteristics of a genuine friendship? What is the difference between friendship and a romantic relationship?</p> <p>Lesson 2 What are the different types of family?</p> <p>Lesson 3? What are some of the reasons couples decide to separate? What emotions are associated with family separation?</p> <p>Lesson 4 What are the emotions and physical symptoms people can experience when grieving? What are the 5 stages of grief?</p>	<p>Lesson 1 What is puberty? What happens to boys during puberty (physically and emotionally)? What happens to girls during puberty (physically and emotionally)?</p> <p>Lesson 2 What is the menstrual cycle? What is a period? What are the different products available? What is PMT/PMS</p> <p>Lesson 3 What is FGM? Who do you report possible cases of FGM to?</p>	<p>Lesson 1 What is a budget?</p> <p>Lesson 2 What is value for money?</p> <p>Lesson 3 How does interest work when you are saving?</p>
Transferrable Knowledge	Developing respect and tolerance for different types/groups of people. Gaining self-confidence and how they view themselves and others in a positive manner. Learning to be accepting of others from different backgrounds to their own. The ability to form good relationships with staff and peers alike. Increase motivation for in school and for their work.	Understanding about the different types of abuse and how to spot the signs. Understanding the law/rules that are in place to help keep them safe. Improve their understanding of what a healthy relationship looks like and what an unhealthy relationship looks like. Real life awareness - how to cope and react to real life scenarios.	Developing generic skills that are desired by many employers. Developing good communication skills, good time management skills, and good organisational skills – all transferable skills in many areas of life. Improving self-worth and self confidence in regards to aspirations and ambition about their futures. The ability to challenge gender stereotypes when thinking about their future career choices.	Tolerance and understanding of the different types of families and diversity of others identity and characteristics. How to consider different points of view and be respectful about the different relationships. An ability to apply an understanding of the law and British Values to relationship issues. The ability to consider their own beliefs and opinions, reflect on what has influenced these and	Understanding the law around FGM and being able to apply it. Developing the resilience to resist peer pressure. The ability to consider their own beliefs and opinions about making healthy choices in terms of the lifestyle they choose to lead. Being aware of their own personal hygiene.	The ability to weigh up the pros and cons of saving and budgeting versus spending and getting into debt. The ability to start making good financial choices. An ability to apply an understanding individual liberty and British Values to managing their own finances.

				compare it to the beliefs and opinions of others. Real life awareness - understanding the real world and how to cope/deal with people that are different to themselves in the wider community.		
Key Vocabulary pupils will know and learn	Transition, bullying, banter, safety, friendships, identity, self-esteem	Grooming, county lines, gangs, exploitation, child criminal exploitation, child sexual exploitation, vulnerable	Aspiration, employability, communication, creativity, qualities, skills, leadership, teamwork	Families, parenting, marriage, relationships, conflict, conflict resolution, blended families, adoption, separation, divorce, anger	Health, puberty, periods, female genital mutilation, inappropriate	Saving, borrowing, budgeting, finance, ethical, unethical, consumerism
Why are students learning this now at this point in the curriculum?	This is being delivered now so that we can help students settle into WMA as quickly as possible and ease the transition process.	This is being delivered at the beginning of Year 7 due to the local context and that we know that some students as young as Year 7 are being drawn into gangs.	It is important for students to begin looking forward to their futures and various career options following their time at school. It is also important in getting students to aim high, have strong aspirations and a sense of self-worth.	It is important for students to realise that there are many different types of family (no one better than another one) and how to deal with divorce and death as some students will be experiencing this.	Students are of an age where they will be beginning to go through puberty and need to know what to expect as these physical and emotional changes happen to them.	Many students are beginning to get regular pocket money and beginning to spend their own money so it is important that they understand about budgeting, value for money and saving (and interest).
Safeguarding signposts	Looking out for loneliness, bullying. Record any concerns on CPOMS.	Looking out for intelligence being shared in class discussions. Share any concerns on CPOMS.	Students may not have experience of a parent or relative working in the home. So looking out for students that lack ambition and aspirations regarding their futures. Students may not value work. Students may see parents who are working long hours and do not have a work life balance or relatives who are unhappy in work.	Looking out for students that need any support if the lesson content has triggered any past experiences/trauma around separation and/or bereavement. Referrals can be made.	Remind students that with FGM they should contact the police themselves.	Looking out for students that raise concerns about being in poverty. Support can be put in place for families that are really struggling.
Links to Statutory Guidance	SMSC	SMSC, RSE	Gatsby benchmark	RSE	SMSC, Physical health	Economic wellbeing
Assessment and QA activities	Green pen self/peer marking Red pen live marking	Green pen self/peer marking Red pen live marking 10 mark HT1 assessment	Green pen self/peer marking Red pen live marking	Green pen self/peer marking Red pen live marking 10 mark HT2 assessment	Green pen self/peer marking Red pen live marking	Green pen self/peer marking Red pen live marking 10 mark HT3 assessment
Complementary activities (eg assemblies, drop down days)	Summer school, welcome assemblies, conduct and boisterous behaviour in PD time, getting to know you activity in PD time. Safeguarding update in assembly by DSL – general overview of safeguarding concerns – what is abuse? (HT1)	Safeguarding update in assembly by DSL – exploitation (HT3)	Year 7 careers networking event All years careers fair (HT4)	Relationships unit in PD time Safeguarding update in assembly by DSL – mental health and wellbeing (HT2)	Growing up unit in PD time	Year 7 street food challenge