

Curriculum For Life One Year Long Term Plan – Year 9 – Miss L Amin

	Theme/unit	Keywords	Links to previous learning	Links to wider curriculum
Autumn Term 1	<p>Overall theme: Life beyond school (Covers Gatsby Benchmarks and SMSC)</p> <p><u>Unit: Essential life skills</u></p> <p>Lesson 1: Failure to Success</p> <p>Lesson 2: Social Media and Online Stress FOMO</p> <p>Lesson 3: First Aid - How to Administer CPR (Defibrillators)</p> <p>Lesson 4: Importance of Happiness - Improving Mental Health)</p> <p>Lesson 5: Anger Management</p> <p>Lesson 6: Employment & Financial Management</p> <p>Lesson 7: Importance of saving money</p>	<ol style="list-style-type: none"> Success, failure, motivation, resilience, Empathy, Mistakes, Leadership, opportunities Online, social media, post, followers, Social currency, Online harassment, settings, privacy, cyber bullying Defibrillator, CPR, choking, recovery position, breathing, circulation, airways Belief, needs, wants, inspiration, future, dreams, ability Angers, Triggers, Conflict Management, Emotions, Language, self-awareness Budget, forecast, debt, savings, investments, financial competence, Financial capability Deposit box, branch, debit card, bank account, needs, wants, budget, debt 	<p>KS1.</p> <ul style="list-style-type: none"> How to recognise what others might be feeling. To recognise that not everyone feels the same at the same time, or feels the same about the same things. To recognise the ways in which we are all unique. About how people make friends and what makes a good friendship. That people make different choices about how to save and spend money. <p>KS2.</p> <ul style="list-style-type: none"> To recognise their individuality and personal qualities. About discrimination: what it means and how to challenge it. 	<ul style="list-style-type: none"> Links to KS4 English - 'Of Mice and Men' - Black America and discrimination and civil rights. Link to KS4 Options Health and Social Care – Communication and barriers to communication. Link to KS3 Humanities – The Black people of America – from slavery to freedom. Art – Our Environment

			<p>KS3.</p> <ul style="list-style-type: none">• To describe what actually happens when we sleep• To explore the benefits of good quality sleep• To explain how to improve sleep quality and where to source extra help and support from• Understand the concept of trust• To evaluate what it would take for society to truly flourish• Describe how people's feelings change during stages of transition• Describe feelings during times you have experienced transitions• Identify ways of coping with transition points and how you would apply them to future times of change in your life• To understand the meaning of the word career• To be aware of how careers education can help you plan for the future• Recognise the limitations of making career choices based on 'dream' ideas	
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			<ul style="list-style-type: none">• To be aware of what considerations are involved in making realistic choices• To describe the concept of money• To explore positive and negative uses for money• To discuss how the government spends money to help the country• To understand the concept of community and what makes a cohesive community• To explore how British communities have changed over the past 60 years• To evaluate how welcoming your local community is• Be able to effectively work as part of a team and research the issues and come up with solutions• To identify what is important for you and what you expect from yourself, taking into account the beliefs and expectations that others have of you• I can describe my self esteem and understand ways to improve it• To evaluate what self self love is	
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			<ul style="list-style-type: none"> • To help me think carefully about potential careers and focus on my interests and preferences • To describe self esteem and how it impacts someone life • To explore ways to boost self esteem • To evaluate the impact negative self talk can have on self esteem • To be aware of what labour market information (LMI) is and how it can be useful to you • To be able to start using LMI to get a realistic picture of the labour market which I will use to help me make decisions about future careers • To identify the 10 main UK Job sectors To explore a wide variety of jobs • To evaluate the different qualifications, starting salaries and duties of a wide range of jobs 	
Autumn Term 2	Overall theme: Health and wellbeing (Covers statutory Health Education)		KS1. <ul style="list-style-type: none"> • Different ways to keep healthy, 	<ul style="list-style-type: none"> • Health and social care. • Link to Biology – biological

	<p><u>Unit: Body confidence</u></p> <p>Lesson 1: What is a Penis - Body confidence</p> <p>Lesson 2: What is a vulva - Body Confidence</p> <p>Lesson 3: HBT - Bullying in all its forms</p> <p>Lesson 4: Dealing with Grief and Loss (& stages)</p> <p>Lesson 5: Media and Air brushing (unrealistic Body image Expectations)</p> <p>Lesson 6: How Self Esteem Changes</p> <p>Lesson 7: Cancer Prevention + Healthy lifestyles</p>	<ol style="list-style-type: none"> 1. Penis, Urethra, Scrotum, Testicle, Bladder, prostate gland, Vas deferens, sperm 2. Vulva, Vagina, Labia, Mons Pubis, Cervix, Uterus, Womb, clitoris 3. Homophobia, Biphobia, Transphobia, Bully, Victim, Racism 4. Grief, Loss, Denial, Bargaining, Acceptance, Loss, Trauma, depression 5. Airbrushing, Digital media, Photoshop, Body positivity, insecurity, foundation, body neutrality 6. Self-esteem, Resilience, Positive self-talk, butterfly effect, Cerebellum 7. Cancer, Prevention, Industrial Farming, Vegans, Industry, stress, diet, immunity, malnutrition, 	<ul style="list-style-type: none"> • Foods that support good health and the risks of eating too much sugar. • Why sleep is important and different ways to rest and relax. • Simple hygiene routines that can stop germs from spreading <p>KS2.</p> <ul style="list-style-type: none"> • The elements of a balanced, healthy lifestyle. • To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. <p>KS3.</p> <ul style="list-style-type: none"> • To describe the emotional, social and physical changes that happen during puberty • To empathise with those that are starting puberty and understand how to support them • Understand that girls and boys develop differently during puberty. • To understand the physical and emotional changes that 	<p>responses (hormones).</p> <ul style="list-style-type: none"> • Link to Biology – genetics and reproduction.
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			<p>happen to girls during puberty</p> <ul style="list-style-type: none"> • Understand the basics of the menstrual cycle and the range of feminine protection products available • To describe the physical and emotional changes that happen to boys through puberty • To understand the challenges that boys face during puberty including erections, wet dreams and body image. • Understand the ways in which diet, exercise, hygiene and sleep contribute to being healthy • To understand how important personal hygiene is and how to achieve it • To understand a range of issues that may impact you as you grow up to be an adult • To understand there are some cultural practices in the world that do not respect 'your body your rules' principle and are illegal and dangerous • Demonstrate effective ways to communicate personal 	
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			<p>boundaries and show respect for the boundaries of others</p> <ul style="list-style-type: none"> • Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. • To describe the concept of self-esteem and recognise behaviours linked to low and high self esteem • Develop strategies to help someone who has low self-esteem and to understand the wide range of influences on self esteem • Understand what positive wellbeing might look like in someone's life • To recognise a range of healthy and unhealthy habits we might have • To know a range of methods to improve my own and others health & wellbeing • To understand the different forms of child abuse • To explore the importance of consent and boundaries in any relationship • To know who to talk to and where to access support and help in relation to any form of abuse 	
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			<ul style="list-style-type: none">• Describe the meaning of bullying and cyberbullying and the impact it can have on an individual• Exploring appropriate ways of responding to discriminating, hurtful or intimidating behaviour.• Explain where to seek support and advice on bullying/cyberbullying• To define the term mental health• To explore why we say we are OK when we are not• To understand a variety of different types of mental illnesses and know some strategies to maintain positive mental wellbeing• To understand what body image is• To explore what impacts body image for boys and girls• To understand ways someone can improve their own or a friends self-esteem• To identify the components of a healthy diet• To understand the difference between good cholesterol and bad cholesterol	
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			<ul style="list-style-type: none"> To understand how to replace unhealthy snacks and foods with healthier alternatives To gain an understanding into what causes stress and how to deal with it To recognise a lot of our more pleasurable times are when we are engaging with the world through our senses rather than thoughts 	
Spring Term 1	<p>Overall theme: Relationships and sex education (Covers statutory Health Education and statutory Relationships and Sex Education)</p> <p><u>Unit: Sex, the law and consent</u></p> <p>Lesson 1: FGM and the Law Lesson 2: Sexual consent & Law Lesson 3: RSE - Pleasure and Masturbation Lesson 4: RSE - Delaying Sexual Activity Lesson 5: RSE - Why have Sex?</p>	<ol style="list-style-type: none"> Uterus, Clitoris, Vulva, Consent, Genitals, Hood, mutilation, criminal Consent, sexual assault, rape, capacity, willingness, exploitation Clitoris, Penis, Masturbation, Oral Sex, Pleasure, Sensation, Orgasm, Private Consent, Abuse, Rights, Assertive, Passive and Aggressive Love, sex, marriage, happiness, core qualities, coitus, contraception 	<p>KS1.</p> <ul style="list-style-type: none"> To recognise that not everyone feels the same at the same time, or feels the same about the same things. <p>KS2.</p> <ul style="list-style-type: none"> To recognise their individuality and personal qualities. Impact of bullying, including offline and online, and the consequences of hurtful behaviour. 	<ul style="list-style-type: none"> Health and social care. Link to Biology – biological responses (hormones). Link to Biology – genetics and reproduction

	<p>Lesson 6: RSE - Relationships and partners Lesson 7: What are STI's? (Main Types)</p>	<p>6. Relationship Intimate Friendship Familial Professional Abuse Psychological Emotional Sexual 7. STI, STD, Infection, Bacterial, Chlamydia, Syphilis, HIV, Contraception</p>	<p>KS3.</p> <ul style="list-style-type: none"> • Understand what constitutes consent and why consent should always be respected • To evaluate why personal space and boundaries are important when growing up • To understand how to deal with situations in an assertive way • To describe what it means to be a man in 2020 • To explore gender stereotypes of masculine men • To evaluate the characteristics of a 'good man' and not a 'mans man' • To understand the different types of friendships that exist To understand what an unhealthy relationship might look like To explore what being a true friend to someone really entails • To understand the importance of friendship and the qualities makes a good friend • To understand what is needed to make positive relationships with friends. 	
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			<ul style="list-style-type: none">• To evaluate why some friendships can be more beneficial than others• To understand the wide range of relationships young people have• To understand that different types of relationships will work in different ways• To consider the differences between people and learn how to respect those differences• To understand that people can all feel the same range of emotions, but do not necessarily respond in the same way to similar situations• To celebrate personal strengths and achievements and promote awareness of what can affect us• To be able to explain why it is important to be confident and assertive.• To understand how to cope with peer pressure• To understand when peer pressure can go wrong and how it can make someone else feel	
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<p>Spring Term 2</p>	<p>Overall theme: Staying safe online and offline (Covers statutory Health Education and statutory Relationships and Sex Education)</p> <p><u>Unit: Legal and illegal drugs</u></p> <p>Lesson 1: Introduction to Drugs Education Lesson 2: Cannabis Products Lesson 3: Drugs and their Classifications Lesson 4: Illegal Drugs (Party Drugs)</p> <p>Lesson 5: Drugs Illegal - (Class A and B)</p> <p>Lesson 6: Volatile Substance Abuse</p> <p>Lesson 7: Different Types of Addictions</p>	<ol style="list-style-type: none"> 1. Inhalants, Huffing, Addiction, NHS, Prescription drugs, Socially acceptable 2. Cannabis, THC, CBD Products, Cannabis Oil, Legality, Class B 3. Class A, Class B, Class C, Supply, Possession, Psychoactive Substances 4. Shrooms, Psychoactive, Hallucinogenic, LSD, MDMA, Cocaine, Stimulant, Acid, Trip 5. Class A, Psychological effects, Stimulants, Crystal Meth, Speed, Amphetamines 6. Volatile Substance Abuse, New Psychoactive Substances, Addiction, Chronic Effects 7. Inhalants, Gaming, Sugar, Nicotine, Alcohol, Prescription Drugs, Social Media, Substance Misuse 	<p>KS1.</p> <ul style="list-style-type: none"> • About the role of the internet in everyday life. • That people make different choices about how to save and spend money. <p>KS2.</p> <ul style="list-style-type: none"> • To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. • Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. • Impact of bullying, including offline and online, and the consequences of hurtful behaviour. • How to assess the reliability of sources of information online; and how to make 	<ul style="list-style-type: none"> • Link to KS4 Options Health and Social Care – Careers within health and social care sector/terms and conditions of employment.

			<p>safe, reliable choices from search results.</p> <p>KS3.</p> <ul style="list-style-type: none"> • Understand the causes of why young people might want to join a gang • Understand the consequences of breaking the law and engaging in criminal behaviour • Come up with solutions for preventing young people turning to gangs • I can explain what a gut feeling is and how it links to my intuition • I can identify a range of risks associated with 'being online' • I know how to mitigate any potential risks associated with being 'online' and where to go to seek further help and support • To define what a gaming addiction is and recognise symptom of it • To explore the benefits and risks associated with online gaming including grooming of players 	
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			<ul style="list-style-type: none">• To evaluate what support networks are available to help support those in need• To understand how alcohol impacts the body• To explore the consequences of alcohol misuse• To evaluate the negative impact alcohol use is having on wider society• I can explain the harmful chemicals that are contained within a cigarette• I understand the impacts smoking has on the body• To evaluate how effective the government has been in helping people to quit smoking• To understand the science behind vaping and the health consequences of it• To understand the difference between smoking and vaping• To evaluate whether there should be a ban on High Street Vape Shops• To understand how much sugar and caffeine are in a range of drinks• To explore the health risks associated with energy drinks	
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			<ul style="list-style-type: none"> • To understand the importance of making healthy life choices • To explain why it is wrong to ever carry a knife • To understand the legal, emotional and physical consequences of carrying a knife • To understand how knife crime impacts families and communities • I understand what the term county lines means • I can explain how County lines gangs recruit and exploit young people • I understand the importance of getting immediate help for myself or a friend if I suspect they or I am are in trouble • To understand who County Lines Gangs target and why • To identify the signs that someone is being exploited • To understand how county lines gangs use Psychological, financial and physical methods to make people feel trapped • To define the term substance misuse and understand the way drugs effect users 	
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			<ul style="list-style-type: none"> • To explore why people misuse substances • To evaluate what support networks are available to help support those in need • To understand how to stay safe online from grooming • To know how to spot a fake profile and catfishers • To know where to seek specialist support and advice to help anyone including yourself who is at risk • To understand how alcohol impacts the body • To explore the consequences of alcohol misuse • To evaluate the negative impact alcohol use is having on wider society • I can explain how alcohol is measured and what limits are for adults • To explore the consequences of alcohol consumption • To evaluate when introducing alcohol to a situation can lead to very dangerous consequences • Describe the meaning of bullying and cyberbullying and the impact it can have on an individual 	
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			<ul style="list-style-type: none"> • Explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour. • To know how to manage oneself appropriately online • To define child sexual exploitation and be able to give examples • To explore a variety of risks and dangers related to being online • To evaluate how to reduce the risks associated with being online 	
Summer Term 1	<p>Overall theme: Rights, responsibilities and British values (Covers British values and Citizenship)</p> <p><u>Unit: Combatting extremism and terrorism</u></p> <p>Lesson 1: Conspiracy & Fake News Lesson 2: Extremism in all its forms Lesson 3: Terrorism (Far Right & Islamist)</p>	<ol style="list-style-type: none"> 1. Conspiracy theories, extremism, extremist narratives, evidence 2. Extremism, terrorism, counter narrative, Radicalisation, Extreme far right, National Front 3. Jihad, Crusade, Extremism, Terrorism, Radicalisation 	<p>KS1.</p> <ul style="list-style-type: none"> • About what rules are, why they are needed, and why different rules are needed for different situations. • Monarchy <p>KS2.</p> <ul style="list-style-type: none"> • Reasons for rules and laws; consequences of not adhering to rules and laws. • About the relationship between rights and responsibilities. 	<ul style="list-style-type: none"> • Links to KS3 Humanities - The Rise of Nazi Germany and The Holocaust (Democracy vs Dictatorship.) • Link to English - Jack The Ripper and the rise of the Metropolitan Police Force in early Victorian England. • Link to KS3 Humanities – Crime and

	<p>Lesson 4: What are British Values</p> <p>Lesson 5: The Radicalisation Process</p> <p>Lesson 6: How does Counter Terrorism Work?</p> <p>Lesson 7: Anti- Semitism</p>	<ol style="list-style-type: none"> 4. Identity, Values, Principles, Tolerance, Hate Crime, Community Cohesion 5. Propaganda, Intolerance, radicalisation, Prevent, Channel, Extremism, Bias 6. Prevent, Persue, Channel, Legislation, Counter Terrorism, Ideology 7. Labour Party, Zionism, Anti-Zionist, Anti Semitic, Pogrom, Persecution 	<ul style="list-style-type: none"> • To recognise there are human rights, that are there to protect everyone. <p>KS3.</p> <ul style="list-style-type: none"> • To understand the impact politics has on everyday life • To explore the History of the UK Parliament • To evaluate why its better to live in a democracy rather than a dictatorship • To describe the make up of parliament and the main roles it performs • To understand the role of a local MP To evaluate whether MP's are doing a good job at running the country and representing our views in Parliament • To name the main parties that represent the UK in Parliament • To explore what makes a good political party • To be able to create a new political party for the UK • To describe the different types of elections in the UK 	<p>punishment – 1500 to modern day.</p> <ul style="list-style-type: none"> • Link to KS3 Humanities – The Black people of America – from slavery to freedom. • Link to Travel and Tourism – UK travel destinations.
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			<ul style="list-style-type: none">• To explore how a new government is formed after a general election• To evaluate the importance of exercising your right to vote• To define the terms advocate and devil's advocate• To practice the art of debating• To evaluate recent law changes in the UK• To describe the state opening of parliament• To explore inside the House of commons and the House of Lords• To explain the difference between parliament and Government and evaluate who holds the balance of power• To describe how Boris Johnson became the Prime Minister in 2019• To explore the political career of Boris Johnson• To evaluate whether the current Prime Minister has the skills and qualities needed to be an effective Prime Minister	
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			<ul style="list-style-type: none"> • Understanding how to survive on a desert Island • To describe the different rites of passage throughout life • To develop skills of evaluation, prediction and self reflection • To understand why the age of criminal responsibility varies in different countries • To understand how the criminal justice system operate for young offender • To evaluate why young people commit crimes • To explore what it would be like to live on a desert island • To understand that with rights comes responsibilities • To evaluate the fairest way to make choices • To understand the concept of community cohesion and what makes a community 	
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			<ul style="list-style-type: none"> • To be able to make decision and understand the impact of those decisions • To understand the different forms of prejudice that exist • To understand why laws are needed in society • To understand the process of how a bill passes through Parliament • To evaluate recent changes to the law in England and Wales • To explain the types of punishments available in the UK • To understand the different theories behind punishing offenders • To evaluate whether Prison is an effective form of punishment 	
Summer Term 2	Overall theme: Relationships and sex education		KS1. <ul style="list-style-type: none"> • To recognise that not everyone feels the same at 	<ul style="list-style-type: none"> • Health and social care. • Link to Biology – biological

	<p>(Covers statutory Health Education and statutory Relationships and Sex Education)</p> <p><u>Unit: Contraception and STIs</u></p> <p>Lesson 1: Treating STI's & clinics</p> <p>Lesson 2: Contraception - Fact Hunt / Show & Tell</p> <p>Lesson 3: Contraception - Condom lesson</p> <p>Lesson 4: Contraception Explored</p> <p>Lesson 5: Sexual Harassment & Stalking</p> <p>Lesson 6: HIV and AIDS</p> <p>Lesson 7: HIV - Discrimination and Prejudice</p>	<ol style="list-style-type: none"> 1. Promiscuous, GUM, GP, STI, STD, Contraception, Bacterial, Viral 2. IUD, IUS, Diaphragm, Patch, Injection, Vasectomy, Contraception Ring, Abstinence, Condom, Pill, Femidom 3. Condom, Contraception, Yeast infection, Shaft, latex, external condom 4. IUD, IUS, Diaphragm, Patch, Injection, Vasectomy, Contraception Ring, Abstinence, Condom, Pill, Femidom, Thrush 5. Stalking, Criminal, Equality Act, Discrimination, Protection from Harassment Act 1997 6. HIV, AIDS,, Anti Viral, Infection, Immune system, 7. HIV, AIDS, Anti Viral, Infection, Immune system 	<p>the same time, or feels the same about the same things.</p> <p>KS2.</p> <ul style="list-style-type: none"> • To recognise their individuality and personal qualities. • Impact of bullying, including offline and online, and the consequences of hurtful behaviour. <p>KS3.</p> <ul style="list-style-type: none"> • Understand what constitutes consent and why consent should always be respected • To evaluate why personal space and boundaries are important when growing up • To understand how to deal with situations in an assertive way • To describe what it means to be a man in 2020 • To explore gender stereotypes of masculine men • To evaluate the characteristics of a 'good man' and not a 'mans man' 	<p>responses (hormones).</p> <ul style="list-style-type: none"> • Link to Biology – genetics and reproduction
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			<ul style="list-style-type: none">• To understand the different types of friendships that exist To understand what an unhealthy relationship might look like To explore what being a true friend to someone really entails• To understand the importance of friendship and the qualities makes a good friend• To understand what is needed to make positive relationships with friends.• To evaluate why some friendships can be more beneficial than others• To understand the wide range of relationships young people have• To understand that different types of relationships will work in different ways• To consider the differences between people and learn how to respect those differences• To understand that people can all feel the same range of emotions, but do not necessarily respond in the same way to similar situations	
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			<ul style="list-style-type: none">• To celebrate personal strengths and achievements and promote awareness of what can affect us• To be able to explain why it is important to be confident and assertive.• To understand how to cope with peer pressure• To understand when peer pressure can go wrong and how it can make someone else feel	
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