

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

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

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

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

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

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

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