

## YEAR 9 – Healthy living – Autumn Term 1

1	2	3
<b>WHAT IS HEALTH?</b>	<b>HEALTHY EATING 1</b>	<b>HEALTHY EATING 2</b>
To know a definition for health	To know the basic components of a healthy diet.	To know which foods fit into the different areas of the eat well plate.
To understand what physical and mental well-being means	To know the potential risks of an unhealthy diet.	To understand that some people need a different diet.
To be able to identify ways in which we can ensure our mental and physical well being	To understand how to plan a healthy diet.	To be able to compare the price of a healthy diet and unhealthy diet.
4	5	6
<b>HEALTHY BODY 1</b>	<b>HEALTHY BODY 2</b>	<b>HEALTHY MIND</b>
To know some different ways of exercising.	To know ways in which we can all exercise more.	To know what depression and anxiety are.
To know how exercise helps the body.	To know some free leisure activities and some that you have to pay for.	To understand some of the effects of depression and anxiety.
To understand what could happen to your body if you didn't exercise.	To understand how much it costs to take part in a range of leisure activities.	To understand how to spot signs of mental ill health and where to go for help.
7	8	
<b>HEALTH ISSUES</b>	<b>SHOW YOUR LEARNING</b>	
To know some serious health issues.	To be able to identify some key information about the benefits of exercise.	
To understand what cancer is and what the main types are	To demonstrate some understanding of the topic.	
To know how to self check for breast, testicular and skin cancer.	To communicate effectively some top tips or facts about their topic.	

## YEAR 9 – Community action – Autumn Term 2

1	2	3
<b>OUR LOCAL AREA</b>	<b>REDUCE, REUSE, RECYCLE</b>	<b>SAVING ENERGY, EVERY LITTLE HELPS</b>
To know what 'community' means	To know what reduce, reuse and recycle mean.	To know where energy comes from.
To understand that they are part of more than one community	To understand which items can be recycled and which can't be recycled.	To understand the difference between renewable and non-renewable energy types.
To understand what kind of community facilities are in the local area.	To understand the process of recycling.	To understand how to reduce energy costs.
4	5	6
<b>PLANET POLLUTION</b>	<b>PLANET POLLUTION</b>	<b>CHARITY INVESTIGATION</b>
To know what pollution is.	To know how to pick rubbish up safely.	To know some different charities.
To know some different kinds of pollution.	To know how to dispose of rubbish safely.	To know some different charities and what they raise money for
To understand the impact of pollution on humans, animals and the planet.	To understand the impact of leaving rubbish in the environment.	To be able to identify and justify which charities they would choose to support.
7	8	
<b>CHARITY EVENT PLANNING</b>	<b>CHARITY EVENT</b>	
To be able to give ideas about a charity event.	To be able to carry out a task to support the event.	
To know what things they need to consider about organising a charity event.	To be able to carry out several tasks to support the event.	
To understand how to be part of a team in organising an event.	To be able to work as a team to organise an event.	

## YEAR 9 – Managing relationships – Spring Term 1

1	2	3
<b>RELATIONSHIPS</b>	<b>STARTING A RELATIONSHIP</b>	<b>MANAGING CONFLICT IN RELATIONSHIPS</b>
To be able to recognise how close each type of relationship is.	To know what the 5 steps to a relationship are.	To know what conflict means.
To understand how consent is important in relationships.	To understand what they find attractive in another person.	To know what can cause conflict in a relationship.
To be able to give examples of how relationships change over time.	To understand how to ask someone out and deal with rejection.	To understand how to manage conflict.
4	5	6
<b>SEXUALITY</b>	<b>UNHEALTHY RELATIONSHIPS</b>	<b>SHOW YOUR LEARNING</b>
To know what sexuality means.	To know what sexting, grooming and forced marriage are.	To be able to identify some key information about managing relationships.
To know some different types of sexuality and what they mean.	To know the signs that someone is being groomed.	To demonstrate some understanding of the topic.
To understand how sexuality can evolve and change over time.	To understand what to do if they are worried about sexting or grooming.	To be able to effectively communicate some top tips or facts about the topic.

## YEAR 9 – Sexual Health – Spring Term 2

1	2	3
<b>READY FOR SEX?</b>	<b>CONTRACEPTION – MYTH BUSTING</b>	<b>CONTRACEPTION – GETTING IT RIGHT</b>
To know what the age of consent is.	To know what contraception means.	To know what a condom is.
To understand the importance of consent and circumstances in which consent cannot be gained..	To know some methods of contraception.	To understand how to use a condom safely.
To understand the importance of a stable, healthy and loving relationship before having a sexual relationship.	To understand what methods of contraception are most effective.	To understand how to use other methods of contraception including non-barrier methods.
4	5	6
<b>SEXUALLY TRANSMITTED INFECTIONS</b>	<b>PORNOGRAPHY</b>	<b>SHOW YOUR LEARNING</b>
To know what an STI is.	To know what pornography is.	To be able to identify some key information about contraception.
To know how STIs are caught and how to prevent them.	To understand the negative effect pornography can have.	To demonstrate some understanding of the topic.
To understand what to do if they have an STI.	To understand pornography addiction and know where to go for help.	To be able to effectively communicate some top tips or facts about the topic.

## YEAR 9 – Teenage issues – Summer Term 1

1	2	3
<b>FRIENDSHIPS AND RELATIONSHIPS</b>	<b>THE GENDER AGENDA &amp; COMING OUT</b>	<b>UNDER PRESSURE</b>
To know how the use of social media can affect friendships and relationships.	To know what transgender means and how it differs from different types of sexuality.	To know what social pressures teenagers have.
To know what sexual harassment means and how to report it.	To understand some of the challenges that LGBTQ+ children might face.	To understand how this pressure can lead to crime, sexual abuse and health issues.
To understand what derogatory comments are and how to challenge inappropriate behaviour.	To know how and where LGBTQ+ children can get support.	To understand the term consent and how the law defines this.
4	5	6
<b>GANGS AND EXPLOITATION</b>	<b>TEEN ANGST?</b>	<b>SHOW YOUR LEARNING</b>
To know why gangs target young people and involve them in criminal activities.	To know some common mental health issues amongst teenagers including self harm.	To be able to identify some key information about teenage issues.
To understand how gangs groom and recruit young people.	To understand how mental health issues can affect lives and how to identify signs of mental ill health in themselves and others.	To demonstrate some understanding of the topic.
To understand what to do if they feel worried about gangs.	To know where to go for help if they are concerned about theirs or other peoples mental health.	To communicate effectively how teenagers can avoid these issues or deal with them effectively.

## YEAR 9 – Digital World – Summer Term 2

1	2	3
<b>SELF IMAGE AND IDENTITY</b>	<b>GIVING TOO MUCH AWAY?</b>	<b>GAMING AND SCREEN TIME</b>
To know how an online identity can be different to a IRL identity.	To know that the internet is never fully private and that what is posted online stays online.	To know what a PEGI rating is and how they work.
To know how an online identity can be copied, modified or altered.	To know what privacy settings are and how to use them.	To understand how too much screen time may have a negative impact on their wellbeing.
To be able to make responsible choices about having an online identity and their online footprint.	To understand how children can be groomed online.	To understand how to get help for a gaming addiction.
4	5	6
<b>INAPPROPRIATE CONTENT</b>	<b>ONLINE RELATIONSHIPS</b>	<b>SHOW YOUR LEARNING</b>
To know how to get help if they see content that makes them feel sad, uncomfortable, worried or frightened.	To know that some things posted online can be offensive to others.	To be able to identify some key information about the digital world.
To know what a fake news and hoaxes are and how they can be harmful.	To know some signs of harmful online situations eg sexual harassment, grooming, cyberbullying.	To demonstrate some understanding of the topic of online safety.
To understand how to identify, flag and report inappropriate content.	To understand the laws which govern online behaviour eg sexting, trolling, harassment and stalking.	To communicate effectively some strategies to help keep themselves safe online.