



Year 9 Learning for Life - Curriculum Overview and KS3 Progress Descriptors

Curriculum Content: Core Themes

5 Themes are covered each academic year, ensuring that they cover the content students require in relation to their developmental and social stage. The themes are:

Careers and Finance

Healthy Body

Healthy Mind

Politics, Law and Order

Relationships, Sex and Identity

Curriculum Overview / Topics

Tackling Extremism, International Relations, Healthy and Unhealthy Relationships, STIs, Condoms, HIV, Let's Talk, Sense of Self, RISE Phase Workshops, Careers (Identifying interesting + GCSE choices), Finances (Types of Bank Accounts & Banking Terminology), Alcohol, Drugs (the law and cannabis), First Aid & CPR.

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	<i>Developing</i>	<i>Secure</i>
Term 1:	<ul style="list-style-type: none"> • I have a basic understanding that it is important I feel able to tell others how I might be feeling. I might need support to understand why others do not feel able to speak out about their mental health, but I know it is important that people feel able to do so. • I struggle to understand concepts such as migration, immigration and immigration. I have a basic understanding that every human being is unique and that is a good thing. I have a developing understanding of the fact that who we are is shaped by many different things. • I can reflect on my own interests and consider which jobs I might like to do in the future. I might need support to use the UNIFROG website in order to search potential careers which are in line with my interests. • I know I should choose GCSEs I enjoy, but might need help to understand which GCSEs would be beneficial for my future career interests. I may need support to use the UNIFROG website to navigate the UNIFROG interests quiz and careers library. • I can successfully identify some of the risks associated with alcohol consumption, and have a developing understanding of the laws on alcohol consumption. • I understand that some drugs are illegal and can have a negative impact on health. I am willing to engage in debate about various views on drugs but may not fully comprehend the long-term health implications of drugs such as cannabis. I have a developing understanding of what 'county lines' is and may need further support to keep myself safe. 	<ul style="list-style-type: none"> • I understand the importance of communicating and talking about mental health, including potential barriers to communication. I can explore ways of lifting any barriers which might stop people from asking for help, and ways of making it easier for people to discuss their mental health. • I understand the concept of migration and that Britain has a very diverse history, and this diversity enhances the world in which we live. I can explain how our 'sense of self' and 'identity' is influenced by many factors. • I am able to use UNIFROG to successfully explore my own interests and link them to potential careers using the careers library. I could advise people on potential careers of interest based on their passions and hobbies. • I understand that GCSE choices should not be made as a result of peer pressure, but rather based on subjects I enjoy, am willing to work hard at and which could be helpful for a future career path. I can use the UNIFROG careers library to find out which GCSEs I might need for certain careers, and I can independently take the UNIFROG interests quiz to find out which GCSEs and jobs I might enjoy in the future. • I understand and can evaluate the risks associated with alcohol consumption. I understand the laws in relation to alcohol consumption and know how and where to access support for alcohol use. • I understand the law around illegal drug use and can confidently describe some of the effects of drugs such as cannabis. I am able to evaluate various viewpoints around the legislation of cannabis. I know what 'county lines' is and how to get support if need be.

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Term 2:	<ul style="list-style-type: none"> • I can explain some of the components of a healthy relationship (e.g. trust and kindness), but might need support to identify the warning signs of an unhealthy relationship. I might need some extra support to fully understand what consent is and why it is crucial in a healthy relationship. • With support, I understand that STIs are infections that can make somebody poorly and are transmitted sexually. I can name some common STIs and have a developing understanding of how to prevent them. • I have a limited understanding of how and why condoms prevent the spread of STIs and pregnancy. I sometimes use the correct vocabulary when discussing condoms and sexual intercourse and I might need additional support to talk about such topics openly with a trusted adult and get help if need be. • I have a developing understanding of HIV and AIDs, and need support to understand how they are spread and treated. I understand it is important to be kind to everybody and that discrimination in any form is wrong. 	<ul style="list-style-type: none"> • I can identify what makes a healthy relationship, including the importance of consent and the warning signs of an unhealthy relationship. • I know what STI stands for, can name common STIs and their causes and symptoms. I am aware of how STIs can be prevented from spreading. • I understand the importance of using condoms to prevent the spread of STIs and pregnancy. I can identify how to safely and correctly use a condom. I am able to use the correct vocabulary when discussing condoms and sexual intercourse so that I can confidently talk about such 'taboo' topics with a trusted adult and get help if need be. • I understand the difference between HIV and AIDs, and how HIV can be harmful if left untreated. I understand the stigma and discrimination people with HIV or AIDs may face, including various myths about HIV and AIDs, and remain committed to challenging all forms of prejudice and discrimination.
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Term 3:	<ul style="list-style-type: none"> • I attempt to engage fully and respectfully with the RISE workshops delivered by the Phase team, and may require some extra support at times to deepen my understanding of concepts covered such as 'healthy relationships', 'self-esteem', and 'purpose and passion'. • I can identify some extremist views and why they are dangerous. I might need further support to understand how the process of radicalisation works, as well as to understand what makes something a hate crime. I know I should speak to a trusted adult if somebody says or does something I find alarming or concerning. • I have a limited understanding of the role of international organisations such as the United Nations, the European Union and the Commonwealth. I partially understand why people might have different opinions on these organisations. I might need extra support to develop my own understanding of and views on what these organisations do. • I have a developing understanding of how different bank accounts work, including their advantages and disadvantages. I can use some key banking terminology effectively. I am continuing to improve my understanding of how to budget effectively. • I have a limited understanding of CPR and how to follow the necessary steps when conducting CPR. I may need help understanding medical terms such as defibrillator. I would need support in how to handle an emergency situation but know how to dial 999 and get help. 	<ul style="list-style-type: none"> • I engage fully and respectfully with the RISE workshops delivered by the Phase team, gaining a deeper understanding of what makes a healthy relationship, what can impact our self esteem positively and negatively, and how we can use our passions to give us a sense of purpose and fulfilment in life. • I understand what 'extremism' is, including methods used to radicalise people. I can describe how a radicalised person might behave and why certain individuals may be more at risk of radicalisation than others. I understand it is vital to tell somebody if I fear someone is at risk of being radicalised. I understand what hate crime is and that any form of hate crime should be reported to the police. • I am aware of several important international organisations such as the United Nations, the European Union and the Commonwealth. I understand what they do and why people have different opinions on their role and powers and can form my own judgement having considered alternate views. • I understand that there are different kinds of bank accounts, and I can use key banking terminology when describing them. I can identify advantages and disadvantages of having different kinds of bank accounts. I can look at income vs expenditure in order to manage a bank account effectively. • I can describe and explain the importance of CPR. I am aware of the steps someone should take when conducting CPR and can use medical terminology appropriately. I know what a defibrillator is and how to use one in an emergency. I understand the importance of dialling 999 in an emergency and following the advice of healthcare professionals.
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