

Year 9 Summer 2019

<u>Topic</u>	<u>Learning Outcomes</u>	<u>Key Terms / Overarching Concepts</u>	<u>Activities</u>	<u>Opportunities</u> <u>SMSC, British Values, Literacy, Oracy and Numeracy</u>
Signs and common types of mental health	<p>To identify the characteristics of anxiety, depression and one other mental illness.</p> <p>To describe how someone with mental illness might find it difficult to participate in society.</p> <p>To understand the risks associated with mental health concerns. Including Self-harm, suicide.</p>		<p>Card sort – types of mental health and their definitions</p> <p>Fact or myth?</p> <p>Celebrities suffering from mental health issues</p>	<p>Spiritual: Respect for themselves and others</p>
Coping strategies	<p>To learn coping strategies and create good habits for a better mental health</p> <p>To identify sources of support and help.</p> <p>To explain how you can help someone find support whom suffers from mental health</p>	<p>Identity</p> <p>Relationships</p> <p>Risk</p> <p>Equality</p> <p>Rights</p> <p>Power</p> <p>Healthy</p>	<p>Case study of celebrity discussing mental health and what helps them</p> <p>Mind map of strategies for better mental health, highlight in one colour the strategies that help in an individual level, in a second colour the strategies that help the wider school community and in a third colour the strategies that would help society as a whole.</p>	<p>Moral - Understand the consequences of their behaviour and actions</p> <p>An interest in investigating and offering reasoned views about moral and ethical issues</p> <p>Being able to understand and appreciate the viewpoints of others on these issues</p> <p>Social: The skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>
The impact of others and the media on mental health	<p>To identify how social media contributes positively to mental health</p> <p>To identify how social media can negatively contribute to mental health</p> <p>To explain the media's roles and responsibilities in relation to mental health.</p>	<p>Self-harm</p> <p>Wellbeing</p>	<p>Use images before and after Photoshop and identify the dangers to young people in particular</p> <p>Use a social media post(s) referencing mental health (for example Mike Thalassitis tribute's) and annotate to find negative and positives</p> <p>Write a letter to Ms Hasleden/school governors explaining the importance of emotionally friendly schools</p>	<p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Oracy: Students given opportunities to discuss, feedback, explore and debate throughout Citizenship.</p>
Dangers of sexually explicit material including the law around sharing of sexual	<p>To identify risks involved with sharing indecent images of yourself and others</p> <p>What the law says about sharing indecent images of yourself and others</p> <p>Be able to offer advice to someone affected by the sharing of indecent images</p>	<p>Sexually explicit</p> <p>Exploitation</p> <p>Vulnerable</p> <p>Indecent</p>	<p>Fact check – who sexts?</p> <p>Discussion around the law and the sharing of indecent images</p> <p>Thinkuknow resource/clip on sexting followed by class discussion</p>	<p>Social: The skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Spiritual: Respect for themselves and others</p> <p>Moral: respect the civil and criminal law of England</p>

<p>Consent and sexual relationships</p>	<p>To be able to define consent</p> <p>To be able to given examples of when consent might be necessary</p> <p>To be able to identify ways to give consent</p>	<p>Consensual</p> <p>Rights</p> <p>Withdraw</p> <p>Free agency</p>	<p>Consent and tea clip</p> <p>Consent? Stand up/sit down</p> <p>Discuss whose responsibility it is to teach young people about consent, is the media partly responsible? Do soaps play a part? Use Hollyoaks storyline.</p> <p>Extended writing in response to the statement 'Soaps are a good way of raising awareness about important issues such as consent'.</p>	<p>Social: The skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Spiritual: Respect for themselves and others</p> <p>Moral: Respect the civil and criminal law of England Understand the consequences of their behaviour and actions An interest in investigating and offering reasoned views about moral and ethical issues</p> <p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Oracy: Students given opportunities to discuss, feedback, explore and debate throughout Citizenship.</p>
<p>Reproductive health, miscarriage and fertility.</p>	<p>To be able to identify three statistics relating to reproductive health of both men and women</p> <p>To identify common myths surrounding pregnancy and miscarriage</p> <p>To be able to explain some physical and emotion effects of fertility and miscarriage.</p>	<p>Miscarriage</p> <p>Fertility</p> <p>Reproduction</p> <p>Anomaly</p>	<p>Fact check – statistics relating to fertility and miscarriage (miscarriage association)</p> <p>Fact or myth?</p> <p>Some of the reasons miscarriage happens</p> <p>Some of the reasons for fertility issues</p> <p>The physical and emotion impacts on men and women of suffering from fertility issues or miscarriage.</p>	<p>Social: The skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Spiritual: Respect for themselves and others</p> <p>Moral: respect the civil and criminal law of England</p> <p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Oracy: Students given opportunities to discuss, feedback, explore and debate throughout Citizenship.</p>
<p>Contraception</p>	<p>Be able to name 3 types of contraception</p> <p>To evaluate contraceptive methods and their effectiveness</p> <p>To analyse contraceptives and identify the best contraceptives for a number of examples.</p>	<p>Contraception</p> <p>Prevention</p> <p>Treatment</p>	<p>Where it can be facilitated, we use external providers to deliver these sessions. We work in collaboration with Shine (NHS) to deliver sessions that cover the different types of contraception available, their effectiveness at preventing pregnancy and sexually transmitted infections.</p>	<p>Social: The skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Spiritual: Respect for themselves and others</p>

STI's	<p>Be able to recognise different STI's and know some of the symptoms.</p> <p>Be able to describe the symptoms and treatment for different STI's</p> <p>Be able to explain different ways to reduce the risk of getting an STI</p>	<p>Diagnosis Transmitted Sex</p>	<p>Where it can be facilitated, we use external providers to deliver these sessions. We work in collaboration with Shine (NHS) to deliver sessions that identifies and explains the various sexually transmitted infections that people can catch if they are not using protection. Treatments and prevention strategies are identified also.</p>	<p>Social: The skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Spiritual: Respect for themselves and others</p> <p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Oracy: Students given opportunities to discuss, feedback, explore and debate throughout Citizenship.</p>
Choices in pregnancy; Adoption and abortion.	<p>To identify the options when faced with an unplanned pregnancy</p> <p>To be able to explain the process of abortion at various stages in pregnancy</p> <p>To be able to explain the British adoption process and the different types of adoption.</p>	<p>Intervention Surgical Scan Detection Procedure Decision-making Human rights Legal rights representati on</p>	<p>Explain the different medical procedures in abortion</p> <p>Use of case studies to explain the physical and emotional consequences during and after an abortion; given from two different perspectives.</p> <p>To discuss some reasons why a woman may choose to have an abortion and how free will/human rights are important and support women to make their own choices</p> <p>Outline the law relating to abortion</p> <p>Case studies of adoption</p> <p>Card sort; advantages and disadvantages of placing your child for adoption.</p>	<p>Spiritual – the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faith, feelings and values.</p> <p>Moral – recognise legal boundaries and, in doing so, respect the civil and criminal law of England. Interest in investigating and offering reasons views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Oracy: Students given opportunities to discuss, feedback, explore and debate throughout Citizenship.</p>

<p>How alcohol and drugs can lead to risky sexual behaviour</p>	<p>To identify how alcohol affects your decision making processes, impacting on your ability to consent</p> <p>To identify how drugs affects your decision making processes, impacting on your ability to consent</p>	<p>Inebriated Intoxicated Decision-making Response time Inhibitions</p>	<p>Use news story of recent spiking incident. Highlight the physical consequences in one colour and the emotional consequences in another.</p> <p>Write a diary entry from the perspective of the victim</p> <p>Group task: come up with targeted strategies for these groups; underage drinkers, university students and over 18's going on group holidays.</p>	<p>Social: The skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Spiritual: Respect for themselves and others</p> <p>Moral: Respect the civil and criminal law of England Understand the consequences of their behaviour and actions An interest in investigating and offering reasoned views about moral and ethical issues</p> <p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Oracy: Students given opportunities to discuss, feedback, explore and debate throughout Citizenship.</p>
<p>Sexual exploitation and risk. Sexual exploitation, abuse, grooming and rape.</p>	<p>To be able to define, coercion, exploitation and abuse</p> <p>To explain the difference between consent and coercion</p> <p>To identify warning signs of child sexual exploitation and know how to get help</p>	<p>Coercion Manipulated Exploitation Grooming Rape</p>	<p>Card sort</p> <p>Discussion led – what is CSE, who is at risk and what are some consequences.</p> <p>Thinkuknow video clip</p> <p>Produce a ‘warning signs’ piece of work for classroom display.</p>	<p>Social: The skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Spiritual: Respect for themselves and others</p> <p>Moral: Respect the civil and criminal law of England Understand the consequences of their behaviour and actions An interest in investigating and offering reasoned views about moral and ethical issues</p> <p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Oracy: Students given opportunities to discuss, feedback, explore and debate throughout Citizenship.</p>