

### Year 9 Curriculum Map – Medium Term Overview

Half term	Topic	Lesson Breakdown	In this unit of work, students learn...
Autumn 1 Health & wellbeing	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23	<b>Families and parenting</b>	<ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>
		<b>Relationships</b>	
		<b>Toxic Relationships</b>	
		<b>Tackling Homelessness</b>	
		<b>Conflict</b>	
Autumn 2 Relationships	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Friendships – healthy and unhealthy	<ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• how to assess risk and manage influences, including online</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about the legal and physical risks of carrying a knife</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>
		Positive and negative influences	
		How to communicate	
		Managing risk - gangs	
		Knife crime	
		Drugs and alcohol	
Spring 1 Living in the wider world	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment;	<ul style="list-style-type: none"> <li>• Pupils learn about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> <li>• about different types of employment and career pathways</li> <li>• how to manage feelings relating to future employment</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>• about GCSE and post-16 options</li> <li>• skills for decision making</li> <li>• Pupils develop a digital individualised career/Community award plan/log</li> </ul>
		identify your personal networks of support	
		Recognise the qualities and skills you have demonstrated both in and out of school	
		Know how to identify and systematically explore the options open to you at a decision point	
		know how to make plans and decisions	
		know how to prepare and present yourself well when going through a selection process	
Spring 2 Health & wellbeing	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	Physical and Mental Health	<ul style="list-style-type: none"> <li>• about the relationship between physical and mental health</li> <li>• about balancing work, leisure, exercise and sleep</li> <li>• how to make informed healthy eating choices</li> <li>• how to manage influences on body image</li> <li>• to make independent health choices</li> <li>• to take increased responsibility for physical health, including testicular self-examination</li> </ul>
		Work life balance	
		Healthy eating	
		Body image	
		Health choices	
		Taking responsibility for your own physical health	
Summer 1 Relationships	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Sex is a choice	<ul style="list-style-type: none"> <li>• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• about myths and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• how to secure personal information online</li> </ul>
		Consent – what it is and how it applies to sex	
		Consent – how to say no, non-verbal signs etc.	
		Safe sex and STIs	
		Consequences of unprotected sex	
		Sexting and securing personal information	
Summer 2 Living in the wider world	<b>Employability skills</b> Employability and online presence PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	Employment rights	<ul style="list-style-type: none"> <li>• about young people's employment rights and responsibilities</li> <li>• skills for enterprise and employability</li> <li>• how to give and act upon constructive feedback</li> <li>• how to manage their 'personal brand' online</li> <li>• habits and strategies to support progress</li> <li>• how to identify and access support for concerns relating to life online</li> </ul>
		Employability skills	
		Acting on constructive feedback	
		Your 'online brand'	
		Good habits and strategies	
		Supporting the online you	