

LIFE Year 9

In Life lessons, students studying topics from what used to be called PSHCEE, along with aspects of Religious Education. Students will study Sex and Relationships Education and aspects of Religious Education in their Life lessons, which are complimented and enhanced by form time, with a fortnightly focus on 'Scenario based learning', where students are challenged to put learning into practice when responding to a stimulus e.g. news article, image, story. RE will be incorporated into Life lessons and students have a weekly timetabled lesson.

Curriculum overview:

	Autumn term:	Spring:	Summer:
Half term 1	Theme: HEALTHY LIFESTYLES <u>RECOGNISE:</u> The importance of diet and sleep for emotional and physical wellbeing; recognise what a young carer is. <u>RESPOND:</u> To demonstrate strategies to support a healthy lifestyle; be able to budget effectively and to know where to access support for young carers.	Theme: PROTECTING SEXUAL HEALTH AND CHOICES <u>RECOGNISE:</u> To understand the law in relation to consent in sexual relationships and to understand what abortion is and how and why views and opinions on it differ. To know about different forms of contraception and how effective they are in preventing conception and STIs. To identify physical signs of sexually transmitted infection and to understand the risks of specific sexual contact and intercourse. <u>RESPOND:</u> To know when and where to access sexual health support services online and in person, including in an emergency. To feel confident in the future around choice and use of contraception.	Theme: CRIME AND PUNISHMENT <u>RECOGNISE:</u> To identify features of criminal behaviour and explore issues around justice and revenge. Know and understand how the law is intended to protect society and the role of the police in enforcement. Evaluate how effective sanctions, including community rehabilitation and the prison system, are in reducing criminal behaviour. <u>RESPOND:</u> When and where to get help from interventions including local Police team if I am victim of crime. Know how to seek help if I am concerned that I am at risk of criminal exploitation.
	Important vocabulary:	Important vocabulary:	Important vocabulary:
	Diet Emotional wellbeing Health Budgeting Young carer	Menstruation Contraception STI Abortion Sanctity of life HIV AIDS	Justice Revenge Laws Criminal Capital punishment reform
Half term 2	Theme: PLANNING FOR THE WORKPLACE <u>RECOGNISE:</u> The different qualifications for post-16 study; a range of careers opportunities and how these are not confined to gender; recognising the offer available from a range of local colleges and in the local labour market. Identify employability skills. <u>RESPOND:</u> To start to consider appropriate qualifications and providers for our own	Theme: HUMAN RIGHTS <u>RECOGNISE:</u> Know how human rights have become internationally recognised through the United Nations. Evaluate how human rights can protect individuals and democracy in current contexts. Understand how and why the rights of vulnerable people can become compromised. Know how human rights protect vulnerable individuals from exploitation, trafficking and modern slavery. <u>RESPOND:</u> Apply understanding of human rights to	Theme: SUBSTANCE MISUSE <u>RECOGNISE:</u> Develop my understanding of the harm that use of legal and illegal substances causes for individual and communities. Identify strategies to manage social pressure to use substances which can be harmful and prioritise my physical and emotional wellbeing. Understand the role peer pressure can play in substance use amongst young people. <u>RESPOND:</u> Know when and where to seek support

	post-16 future; using local labour market information to inform my future choices; Consider how I can develop school to workplace essential skills.	examples in a current and historical context. Demonstrate understanding of how seek to support if I am concerned about my own safety of the safety of a peer who is at risk of exploitation, trafficking and modern slavery.	from trusted adults at home and in school if I need help to manage pressure to misuse illegal substances. Evaluate a range of strategies to manage pressure and situations which may be harmful to my physical and emotional wellbeing.
	Important vocabulary:	Important vocabulary:	Important vocabulary:
	Stereotype Post 16 Post 18 Employability skills Alevels Apprenticeship Tlevel	Human rights Asylum seekers Refugee Trafficking County lines British values Sexual harassment Exploitation	Substance abuse Vaping Peer pressure Illegal drug Detrimental

Key staff contacts:

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What are our curriculum aims for your child in year 9?

<ul style="list-style-type: none"> To build a developing knowledge and understanding of religious beliefs surrounding the nature of the sanctity of life To prepare students for a successful transition from secondary school to post-16 options To know where and how to access sources of support for their relationships, physical, mental, and emotional wellbeing To understand the nature of human rights and the significance of these on people from various communities

How can I help my child be successful in Life?

<ul style="list-style-type: none"> Discuss their work with them-it may be useful to ask them to share with you three things they have been learning about each lesson. Discuss stories from your own experience or others about any ethical, social, religious matter. Keep an eye on the news and discuss what is going on so students practise speaking and listening to other people's views.
