

YEAR 9- Unit 1: Health and Wellbeing



Peer influence, substance use and gangs

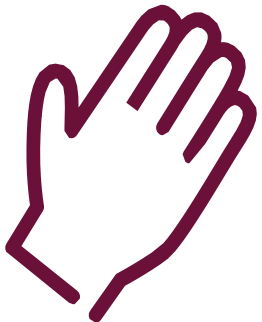
- how to distinguish between healthy and unhealthy friendships
- how to assess risk and manage influences, including online
- about 'group think' and how it affects behaviour
- how to recognise passive, aggressive and assertive behaviour
- to manage risk in relation to gangs • about the legal and physical risks of carrying a knife
- about positive social norms in relation to drug and alcohol use
- about legal and health risks in relation to drug and alcohol use, including addiction and dependence

Healthy lifestyle

- about the relationship between physical and mental health
- about balancing work, leisure, exercise and sleep
- how to make informed healthy eating choices
- how to manage influences on body image
- to make independent health choices
- to take increased responsibility for physical health, including
- testicular self-examination

Self-awareness, self-esteem, initiative

- I can explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs
- I can differentiate between the features of healthy friendships and those associated with gang membership
- I can explain the risks and consequences of different gang behaviours
- I can identify the link between physical and mental wellbeing
- I can distinguish between facts and myths relating to cancer
- I can explain why it is important to go to the doctor with any concerns about my health.



YEAR 9- Unit 2: Relationships



Respectful relationships

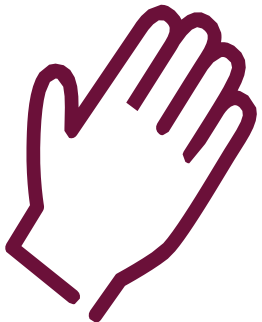
- about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering
- about positive relationships in the home and ways to reduce homelessness amongst young people
- conflict and its causes in different contexts, e.g. with family/friends
- conflict resolution strategies
- how to manage relationship and family changes, including relationship breakdown, separation and divorce
- how to access support service

Intimate relationships

- about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex
- about myths and misconceptions relating to consent
- about the continuous right to withdraw consent and capacity to consent
- about STIs, effective use of condoms and negotiating safer sex
- about the consequences of unprotected sex, including pregnancy
- how the portrayal of relationships in the media and pornography might affect expectations
- how to assess and manage risks of sending, sharing or passing on sexual images



Resilience, dealing with peer pressure, empathy, self-esteem, initiative, communication



- I can recognise rights everyone is entitled to in different relationships, including family, intimate relationships and online
- I can explain when, why and how to report abuse and access appropriate support
- I can explain how and why it is wrong to assume someone is giving consent
- I can state the legal definitions of freedom and capacity to consent, and can describe the ethical considerations
- I can list some of the main STIs, their symptoms and consequences
- I can name the main types of contraception and how they work to prevent conception and/or protect against STIs
- I can describe the options available to people who wish to make a long-term commitment
- I can describe the legal rights of people in different forms of long-term commitments



HEAD

HEART AT MALBANK

HAND

YEAR 9 Unit 3: Living in the wider world



First Aid/Coping with pressure

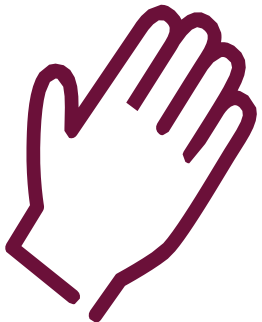
- Identify a casualty who is having an asthma attack
- Provide first aid for a casualty who is having an asthma attack
- Identify a casualty who is choking
- Provide first aid to a casualty who is choking
- Students can understand the concept of critical thinking and apply it to examples online
- Students know some of the differences between fact and opinion
- Students can think of ways to evaluate what is trustworthy online

Employability skills and setting goals

- about young people's employment rights and responsibilities
- skills for enterprise and employability
- how to give and act upon constructive feedback
- how to manage their 'personal brand' online
- habits and strategies to support progress
- how to identify and access support for concerns relating to life online



Self-awareness, resilience, initiative



- Identify a casualty who is choking or having asthma attack
- Provide first aid to a casualty who is choking or having a asthma attack and find the correct support
- Describe the signs and symptoms of internal and external bleeding
- Assess and provide first aid to a casualty who is bleeding
- identify risks and benefits of sharing material online that an employer, client or organisation may be able to see
- describe strategies to showcase personal strengths online
- I can classify information that is private and that which is safe to share publicly online
- I can explain the risks of oversharing personal information on social media

