



Year 9 Curriculum Overview

2024-2025

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	Autumn Term	Spring Term	Summer Term
English	<p>Pupils study a range of texts, including non-fiction, fiction, poetry, drama and media texts from both contemporary and pre-20th Century writers. Pupils have the opportunity to enhance their understanding of and pleasure in literature through visits.</p> <p>Pupils also have weekly reading lessons where they share a novel or short story for pleasure and a weekly lesson with a focus on spelling, English grammar and punctuation.</p> <p>Pupils will study one of the following themes each term.</p>		
	<p>Reading:</p> <ul style="list-style-type: none"> ▪ <i>Private Peaceful</i> ▪ WW1 Poetry ▪ <i>Flotsam</i> (David Wiesner) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Writing to persuade ▪ Writing to describe 	<p>Reading:</p> <ul style="list-style-type: none"> ▪ The Lion and the Mouse (Gerald Rose & Jerry Pinkney) ▪ <i>Aesop's Fables</i> ▪ The Lion (Roald Dahl) ▪ To a Mouse (Robert Burns) ▪ <i>The Railway Children</i> (E. Nesbit) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Short story or narrative retell ▪ Letter writing 	<p>Reading:</p> <ul style="list-style-type: none"> ▪ <i>Much Ado About Nothing</i> (Shakespeare) ▪ <i>Time Switch</i> (Steve Barlow & Steve Skidmore) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Newspaper article
Maths	TT Rockstars, Maths challenges, mymaths and problems solving activities support learning throughout the year.		
	White Rose Maths		
	<ul style="list-style-type: none"> ▪ Addition and subtraction ▪ Place value ▪ Length and height 	<ul style="list-style-type: none"> ▪ Mass and volume ▪ Multiplication and division ▪ Fractions 	<ul style="list-style-type: none"> ▪ Place value ▪ Money ▪ Time
	Foundation GCSE		
<ul style="list-style-type: none"> ▪ Integers ▪ Decimals ▪ Indices, powers and roots ▪ Factors, multiples and primes 	<ul style="list-style-type: none"> ▪ Algebra: The basics ▪ Expanding and factorising single brackets ▪ Expressions and substitution into formulas ▪ Tables ▪ Charts and graphs 	<ul style="list-style-type: none"> ▪ Pie charts ▪ Scatter graphs ▪ Fractions 	

BSL	In KS3 pupils will follow the Signature Level Certificate in BSL. Pupils will be taught according to their individual ability and needs.		
	Level 1		
	Meeting people <ul style="list-style-type: none"> ▪ Greetings ▪ Introductions ▪ Conversation 	Weather <ul style="list-style-type: none"> ▪ Expanding vocabulary for weather terms 	Transport <ul style="list-style-type: none"> ▪ Different modes of transport. ▪ Asking for directions
	Using numbers and alphabet <ul style="list-style-type: none"> ▪ Shopping ▪ Phone numbers ▪ Communicating 	Relevant personal information <ul style="list-style-type: none"> ▪ Name, age, address ▪ Family details brothers, sisters 	Strategies for clarification <ul style="list-style-type: none"> ▪ Repetition ▪ Changing questions structure
	Level 2		
	Finger spelling <ul style="list-style-type: none"> ▪ Length of words ▪ Clarity ▪ Speed ▪ Spell back ▪ Receptive and productive skills Role Shift <ul style="list-style-type: none"> ▪ Explain why this is important in BSL ▪ Use of dialogues with peers ▪ Transform this into a role shift 	BSL sentence structure <ul style="list-style-type: none"> ▪ Recognise the difference between English structure and BSL structure Use BSL structure in story telling Vocabulary <ul style="list-style-type: none"> ▪ Travel ▪ Holidays ▪ Shopping ▪ Spending ▪ Eating and drinking 	Conversations <ul style="list-style-type: none"> ▪ Placement ▪ Hand shape ▪ Turn-taking ▪ Eye gaze ▪ Questions and answers ▪ Maintaining a conversation Signing Space, pace and flow <ul style="list-style-type: none"> ▪ Use correct signing space for BSL ▪ Use of filming peers and giving feedback ▪ Ensure that pace and flow is not too fast or too slow
	Level 3		
	Covers 6 different topics: home Life, social/recreational activities, education and training, employment, consumer issues and daily living, deaf history and culture.		
Use receptive and productive skills to engage in varied social interaction. <ul style="list-style-type: none"> ▪ Opinion and beliefs ▪ Instruction and advice ▪ Adapt own language appropriately (Formal and informal) 	Maintain fluency, grammatical accuracy and coherence in sustained contributions containing varied language. <ul style="list-style-type: none"> ▪ Timelines ▪ Range of aspect ▪ Range of modal verbs ▪ Classifiers ▪ Negation and affirmation 	Understand sustained signed communication containing varied language <ul style="list-style-type: none"> ▪ Recognise and distinguish facts, opinions, beliefs and feelings. ▪ Deaf studies 	

Speech & Language Therapy (SaLT)

Speech and Language Therapy is embedded into the school timetable and delivered through a combination of role play, pictures, short stories, video analysis and off site experiences.

Autumn Term 1
Theme: Story Telling and Retelling
Principles

- Creating and telling stories to develop skills in narrative and character perspective

Language Skills:

- Describe, Retell, Sequence.
- Blanks Levels 2 and 3

Communication Skills

- Create and Retell a story
- Show awareness of shared knowledge and perspective taking

Autumn Term 2
Theme: Social Thinking: Zones of Regulation, People reading
Principles

- Feelings vocabulary to be linked with coloured zones of regulation.
- Actions and behaviours and others' perspective
- Management of own behaviours comfortable and uncomfortable thoughts

Language Skills

- Describing the feelings in themselves and others
- Impact and Consequences Blanks level 3

Communication Skills

- Sharing thoughts,
- Applying knowledge

Spring Term 1 and 2
Themes: Live English SMiLE
Principles

- Strategies to communicate with members of the public who don't know BSL

Language Skills

- Spoken English
- Written English
- Pictures
- Pointing
- Gesture

Communication Skills

- Enter and Greet
- Student's module focus
- Leave politely

Summer Term 1
Themes: Critical Thinking and Problem Solving
Principles

- To analyse, discuss and problem solve within a small group

Language Skills

- Blanks Level 3 concrete explanations and opinions

Communication Skills

- Team working skills
- Discuss
- Negotiate
- Explain
- Reason

Summer Term 2
Theme: Lego Therapy
Principles

- Using the principles of Lego Therapy children will work in groups of 2-4 undertaking roles of: Engineer, Builder, Supplier

Language Skills:

- Describe, Request, Decline, Repeat, Rephrase, Clarify, Explain

Communication Skills

- Team working
- Problem Solving
- Perspective Taking
- Flexibility

Science	The science curriculum aims to help pupils develop basic scientific ideas and understanding about the biological and physical aspects of the world, and the processes through which they develop this knowledge and understanding.		
	<p>Fit and Healthy:</p> <ul style="list-style-type: none"> Senses and sense organs The heart function and basic structure Blood jobs and components Disease and body defences Smoking Alcohol Drugs and Medicines <p>Speeding up/Slowing down:</p> <ul style="list-style-type: none"> Speed equations Balanced and unbalanced forces Motion graphs <p>Reactions of Metals:</p> <ul style="list-style-type: none"> Properties of Metals Metals and Acids Metal Carbonates and Acids Metal Oxides and Acids 	<p>Metal Reactivity:</p> <ul style="list-style-type: none"> Reactivity of different metals Displacement reactions Metal extraction from ores <p>Variety:</p> <ul style="list-style-type: none"> Recap variety of life Sexual reproduction Asexual reproduction and cloning Selective breeding Human factors affecting food chains Genetic modification Competition in Plants Use of Fertilisers and Herbicides/Insecticides <p>Sound:</p> <ul style="list-style-type: none"> Sound waves The Ear Movement of sound Wave characteristics 	<p>Space Physics:</p> <ul style="list-style-type: none"> Day/Night Seasons The Moon The Solar System and beyond <p>Using Chemistry:</p> <ul style="list-style-type: none"> Conservation of mass in changes of state Conservation of mass in chemical reactions Diffusion in terms of the particle model Complete and incomplete combustion Useful chemical reactions <p>Magnetism and Electromagnetism:</p> <ul style="list-style-type: none"> Magnetic fields Making magnets Electromagnets Uses of electromagnets
Computing	Pupils will learn about the following areas of computing through; presentations, word processing, drawing, animation, spreadsheets, databases, Scratch (graphical language) or Python (text based) depending on past experience and ability.		
	<p>Data</p> <ul style="list-style-type: none"> Understands the need for check digits Can calculate check digits Can use a check digit Can use a check digit to see if a code is valid <p>Programming and Development</p> <ul style="list-style-type: none"> Presence Checks Length Checks Range Checks 	<p>Communication and Networks:</p> <ul style="list-style-type: none"> Client-Server Networks Peer-to-Peer networks <p>Programming and Development</p> <ul style="list-style-type: none"> High-Level / Low-Level languages Can explain how a Compiler works Can explain how a computing interpreter works Can explain how assemblers work 	<p>Creative Project</p> <ul style="list-style-type: none"> Will create a product based on the stages of the project life cycle (Introduction, Analysis, Design, Implementation, Testing, Evaluation) Will draw together elements of learning from across KS3

Geography	<p>Pupils study a range of topics at local, national and international scales. Pupils use a variety of resources, map skills and atlases throughout the year.</p>		
	<p>Our dramatic world- how does it work?</p> <ul style="list-style-type: none"> ▪ Natural Hazards: earthquakes, volcanoes, drought and tropical storms ▪ How they form ▪ What are the effects on people and places? ▪ How can they be stopped or managed? ▪ What are the advantages to the people and the environment? 	<p>Why does the landscape look like it does?</p> <ul style="list-style-type: none"> ▪ Mountains, valleys, rivers and coasts ▪ Processes that shape the landscape- Weathering, erosion, deposition and ▪ Transportation through ice and water - rivers, coasts and ice/glaciers ▪ Features - meander, waterfall, V shaped valley, U shaped valley ▪ River trip to Beeley Brook ▪ Case study – where is the longest river in the world, the largest lake, the highest waterfall? 	<p>Entry Pathway Students:</p> <ul style="list-style-type: none"> ▪ Investigating Africa and the UK. ▪ How we are connected to Africa? ▪ Food, phones, tourism, football, charity work <p>GCSE Students:</p> <ul style="list-style-type: none"> ▪ Start GCSE syllabus – People of the Planet <p>Cross curricular fieldwork skills – 2 days of collecting and writing up data linked to geography and science, using skills from maths, English and computing.</p>

History	<p>The curriculum aims to develop pupils understanding and awareness of historical concepts and events through the use of real artefacts and local visits where appropriate.</p>		
	<p>The English Civil War</p> <ul style="list-style-type: none"> ▪ To learn where the English civil war fits in terms of Historical periods and the previous learning pupils have engaged with. ▪ Learn about key vocabulary and the people who were involved in fighting the English civil war. ▪ To learn about what people were fighting about. ▪ To understand what happened to Charles I and why? ▪ To understand why Oliver Cromwell was unpopular at the end of his rule. 	<p>Slavery and Trade</p> <ul style="list-style-type: none"> ▪ Research and Summarise (and compare) three examples of Slavery overtime, from ancient to Transatlantic to modern. ▪ Investigate the Transatlantic slave trade of the 1600s-1800s- What was traded? How did the trade work? ▪ Learn about the local mills of Derwent Valley, who owned them? What was made in these mills? Who did they trade with? ▪ Link the Transatlantic slavetrade with local Mill owners that were involved in slave-trading and the cotton trade. ▪ How were our local mill owners involved in the abolition of Slavery. 	<p>World War</p> <ul style="list-style-type: none"> ▪ Create an overview of who/what/where/when/why questions regarding World War 2. ▪ Learn and write about some significant events of World War 2 including the Holocaust. ▪ Look at World War 2 from a Deaf point of view, observing and commenting on what life was like for deaf people who lives through the war in both Germany and Britain.

Art & Design			
The curriculum aims to develop pupil's creative experiences, techniques and analytical skills. Pupils will learn about great artists and designers in order to develop their own skills.			
Art & Design	3D mini monster masks (clay) <ul style="list-style-type: none"> ▪ Learn about fantastical creatures ▪ Develop an understanding of different facial expressions ▪ Analyse a piece of artwork by looking at monster designs ▪ Improve drawing skills through observation and by rendering line, shape and proportion ▪ Design a range of ideas for a monster mask ▪ To gain confidence when using a new material – clay ▪ Make a monster mask using clay ▪ Evaluation 	Tone and Line <ul style="list-style-type: none"> ▪ Develop a better understanding of what line is and how it is used within art ▪ Understand and demonstrate how to use tone using pencil ▪ Develop your drawing technique when using tone ▪ Develop your tonal shading skills ▪ Develop your tonal shading skills when drawing natural form ▪ Understand how to use continuous line. ▪ Develop a better understanding of how to use cross hatching when drawing ▪ Develop your drawing skills when using line ▪ Understand how to use expressive line in the style of Vincent Van Gogh ▪ Understand how to use a wax-resist technique 	Printing Techniques <ul style="list-style-type: none"> ▪ Develop skills in mono printing through experimentation ▪ Create a block print to portray a social or political issue ▪ Develop a lino print based on nature and the work of William Morris ▪ Create a successful screen print inspired by pop art and consumable products ▪ Select appropriate materials to create a textured surface to create a collagraph plate ▪ Learn how to do cyanotype printing on fabric
	Textiles		
The curriculum aims to develop pupils creative experiences using a range of textiles and techniques and analytical skills. Pupils will learn about great artists and textiles designers to develop their own skills. Pupils will study one of the following themes each term.			
Textiles	Day of the Dead soft toy <ul style="list-style-type: none"> ▪ Complete Research & analysis page in workbook ▪ Learn the names and components on the sewing machine ▪ Learn how to thread the top and bottom of the machine ▪ Create two design ideas that meet the design brief (the Day of the Dead soft toy) ▪ Create a running stitch, overstretch and cross stitch by hand using thread, needle and calico ▪ Evaluate the stitches correctly 	Seasons Woven Fabric <ul style="list-style-type: none"> ▪ Investigate how fabrics are constructed ▪ Look at how weaving has been used to create interesting decorative features by textile artists ▪ Design and make own woven landscape using texture and colour to add interest ▪ Evaluate work 	Graffiti pencil cases <ul style="list-style-type: none"> ▪ Create a Graffiti inspired Moodboard ▪ Create a Graffiti using a fun font ▪ Create a heat transfer print sample ▪ Know how to use the sewing machine safely and accurately ▪ Create fabric samples with resist dye techniques ▪ Design a pencil case ▪ Make a pencil case decorated in Graffiti using the resist dye technique and the heat transfer technique ▪ Evaluate work

	<ul style="list-style-type: none"> ▪ Create a paper template of the Day of the Dead toy ▪ Understand the layering technique of applique and apply this to sample ▪ Work accurately and efficiently on the textile product (the Day of the Deaf soft toy) ▪ Evaluate work 		
Food Technology			
Food Technology	<p>Pupils engage in a range of activities including focussed practical tasks, design and make activities and disassembly of food products to largely involve the use of savoury foods as directed by the government in the national curriculum.</p>		
	<p>Designing for markets</p> <ul style="list-style-type: none"> ▪ Designing and making low fat products ▪ Understanding the use of carbohydrates in the diet ▪ Understanding the use of staple foods linked to different countries ▪ The importance of vitamins and minerals in the diet ▪ Whole grains and the use of these in high fibre diets ▪ The meaning of a balanced diet. Planning meals for special dietary needs of families <p>All of the above will be taught in the context of what influences individual food choices</p>	<p>Ensuring appropriate quality production and reinforcing the knowledge of nutrition</p> <ul style="list-style-type: none"> ▪ The use of fish in the diet ▪ Designing and making savoury bread products ▪ The importance of fruit and vegetables in a healthy diet ▪ Designing and making savoury pancakes ▪ The use of farm assured/responsibly sourced foods in the diet ▪ Use of seasonal ingredients <p>All of the above will be taught whilst reinforcing / revisiting/ extending the pupils knowledge of nutrition and healthy eating</p>	
Design & Technology			
Design & Technology	<p>The curriculum aims to develop pupil's creative design work and critical thinking skills alongside their practical skills using a variety of manufacturing techniques and processes. Theory related learning in Y8 covers key aspects of materials technology, project linked theory such as biomimicry as well as electronics knowledge. Pupils will make a variety of projects throughout the year, which are split into two separate rotations.</p>		
	<p>8A Rotation 1 Biomimicry Car – design and manufacture a prototype shape for a car from softwood making use of biomimicry design strategies.</p> <p>Coat hook – design and manufacture a coat hook from aluminium which incorporates a hook as part of the design image.</p>	<p>8A Rotation 2 Night Light – Manufacture a colour changing night light using a variety of woods, metals and plastics to learn and practise a variety of different manufacturing processes including soldering.</p> <p>Electric Buggy – Design and manufacture a skid steer buggy from timber and electronic components.</p>	

Music	The curriculum aims to develop pupils knowledge of music, instruments and rhythm. Pupil's have the opportunity to be involved in the school signing choir and also in school productions.	
	<p>Half Term 3: Exploring film music further</p> <ul style="list-style-type: none"> ▪ Return to and later reassess key vocabulary of Leitmotif, but also tempo, pitch, dynamics and melody, also briefly introduce durations. ▪ Review leitmotifs by comparing two separate leitmotifs in terms of tempo and dynamics. ▪ Pupils to use dissonant notes and non- traditional notation to compose their own four note leitmotif for the character of Jaws. (As an extension task pupils could also attempt to write their leitmotif in traditional notation.) ▪ Pupils to perform their leitmotif with consideration to changing tempo and dynamics in performance. ▪ Pupils to perform a soundscape for a scary ghost scene thinking about use of tempo and dynamics. 	<p>Half Term 6: Stomp</p> <ul style="list-style-type: none"> ▪ Introduce pupils to the dance group Stomp. ▪ Pupils to listen to, watch and comment on what they like about a Stomp performance. ▪ Pupils to create a Stomp performances using chairs and drumsticks and brooms. ▪ Pupils to compose and prepare a layered piece of music using non-traditional notation, then perform and evaluate it.

Drama	The Curriculum aims to develop pupils' performance skills and confidence through creative group work based on a mix of dramatic and musical concepts.		
	<p>Stomp</p> <ul style="list-style-type: none"> ▪ Devising a collaborative performance piece using everyday objects. ▪ Performing to a camera. ▪ Peer and self-evaluating performances. 	<p>Musical Theatre</p> <ul style="list-style-type: none"> ▪ Learning background information about Musicals. ▪ Formally presenting prepared information to a camera. 	<p>Scary movies/Scary Music</p> <ul style="list-style-type: none"> ▪ Improvising and preparing a short dramatic piece depicting a haunted room. ▪ Adding and incorporating sound effects to create a soundscape.

Physical Education (PE)

The PE curriculum is designed to improve the well-being and fitness of all pupils at RSDD through a variety of sports. Pupils are also given the opportunity to take part in inter and intra sporting competitions and festivals.

Cycling

- Consolidate knowledge and understanding in the essential bike skills – brakes, observing the terrain which your cycling on, gears, balance, riding out of the saddle and cornering

Basketball

- Consolidate knowledge and understanding in the essential skills – Offensive - Dribbling, passing and receiving, shooting, rebounding. Defensive – blocking, stealing, marking and rebounding

Football

- Consolidate knowledge and understanding in the essential skills – Passing and receiving, shooting, dribbling, touch and ball control

Trampolining

- Consolidate knowledge and understanding in the essential skills – balance, strength, flexibility and coordination will be taught through basic twists, basic seat landings, basic back landings and basic front landings

Dance

- Develop and refine knowledge and understanding in the essential physical, expressive and technical skills – balance, coordination, flexibility, strength, control and action, dynamic and spatial awareness, facial expression, mood and feeling

Tennis

- Consolidate knowledge and understanding in the essential skills – serve, return, forehand, backhand, volley, overhead and footwork

Athletics

- Consolidate knowledge and understanding in the essential skills – track and field events – throwing for distance (strength), jumping for distance (flexibility) running for time (speed and endurance)

Cricket

- Consolidate and understanding in the essential skills – batting, bowling, fielding, throwing and catching

Rounders

- Consolidate knowledge and understanding in the essential skills – batting, throwing, catching, bowling and running

Citizenship

Citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages interest in controversial topics to engage young people in discussions and debates. Pupils learn about rights, responsibilities and take part in decision making activities.

How is the UK governed?

- How is the country run?
What does the civil service do?
What are the differences between local, regional and national governance?
- How does the UK political system compare to other systems?
- What are the differences between the UK and US political systems?
How is the UK governed?

Are people treated equally in UK society?

- What is the Equality Act 2010?
- What is discrimination and prejudice?
- What are the effects of discrimination on individuals and groups in society?
- Why do we need laws on equality in the UK?
- How far have we made progress on equality in the UK?
- What can we do to create a fairer society?

Why do people move around the world?

- Why do people migrate?
- What is the relationship between climate change and migration?
- Is the conflict in Syria a children's rights issue?
- What support is available for migrants?
- Should migration be controlled?
- How does migration affects communities?

How can we manage money well?

- What is the best way to look after money?
- How can we pay for things?
- What are the implications of borrowing money?
- How can we keep track of our money?
- Where can we save money?
- What are our rights as consumers?

How can young people play an active role in democracy?)

- How can we contribute to school decision-making?
- How can we engage in local democracy?
- Should the voting age be reformed?
- How can we influence those in power using democratic processes?
- How can we make change happen?
- Should young people have the right to stand in local elections?

School Enterprise Project

- Pupils supported to be social entrepreneurs, fundraisers, campaigners and volunteers for charities and good causes
- Use skill, imagination and peers to develop mini charity projects to benefit the wider community
- Organise a stall for Open Day
- Work within a theme and budget
- Create advertising materials
- Communicate with others
- Develop an understanding of buying and selling

Careers Education Information & Guidance	Careers Education Information and guidance is an important part of preparing our students for the opportunities, responsibilities and experiences of life.		
	<p>Setting goals</p> <ul style="list-style-type: none"> Transferable skills, abilities and interests How to demonstrate strengths Different types of employment and career pathways How to manage feelings relating to future employment How to work towards aspirations and set meaningful, realistic goals for the future GCSE and post-16 options Skills for decision making 		<p>Employability skills</p> <ul style="list-style-type: none"> 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
Religious Education (RE)	The RE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.		
	<p>Should happiness be the purpose of life? What is Buddhism?</p> <ul style="list-style-type: none"> Understand the teachings of The Buddha. What makes us happy? Who was Siddhartha Gotoma? Exploration of the beliefs and practices of Buddhist people. What is The Eight Fold Path? What are the Four Noble Truths? 	<p>What is Buddhism today?</p> <ul style="list-style-type: none"> Explore Buddhist worship today for Buddhist people. Explore different Buddhist places of worship around the world. What is a Buddhist Temple? Case study of The Tara Kadampa Buddhist Centre Etwal Derbyshire What are Buddhist symbols? What is a Mandala? What is Zen Buddhism? Explore and create a Buddhist Zen Garden Tibetan Prayer Flags Explore stress reducing yoga 	<p>How do we decide what is right and wrong? Is death the end does it matter?</p> <ul style="list-style-type: none"> Explain the difference between absolute and relative morality Explain the link between what people believe and how they behave Explain how a person's religious beliefs affect their ethical views and actions <p>Abortion</p> <ul style="list-style-type: none"> What is Abortion? Christian and Muslim view? Different view? Your view? Why? Case studies Identify challenges of following a moral code <p>Euthanasia</p> <ul style="list-style-type: none"> What is Euthanasia? <p>Capital Punishment</p> <ul style="list-style-type: none"> What is Capital Punishment? Christian and Muslim view? Different view? Your view? Why? Case Studies.

PSHE/Wellbeing

PSHE is designed to help our pupils develop fully as individuals and as members of families and social and economic communities. Pupils will have the opportunity to be equipped with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

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, and how to communicate assertively
- To manage risk in relation to gangs
- About the legal and physical risks of carrying a knife
- World Mental Health Day (10/10/24)
- Anti-Bullying Week (11/11/24 – 15/11/24)
- Audiology

Respectful relationships

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

Healthy Lifestyle

- The relationship between physical and mental health
- Balancing work, leisure, exercise and sleep
- How to make informed healthy eating choices
- How to manage influences on body image
- How to make independent health choices
- Take increased responsibility for physical health, including testicular self-examination and breast self-examination

Intimate Relationships

- Readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex
- Myths and misconceptions relating to consent
- The continuous right to withdraw consent and capacity to consent
- STIs, effective use of condoms and negotiating safer sex
- 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
- How to secure personal information online

