

Subject Vision

Our vision for RS & PSHE at Ratton is to create a curriculum that is enriching and engaging for all students. We want to develop cultural capital through learning about a range of religions, cultures, beliefs and ideas. Students will learn to question the world around them and develop their own values. They will become critical thinkers who can debate today's issues in a respectful way. Students will also develop the knowledge and skills to keep themselves safe and healthy.

RS End Points

EP1: Demonstrate knowledge and understanding of Christian beliefs, practices and sources of authority

EP2: Demonstrate knowledge and understanding of other religious beliefs, practices and sources of authority (e.g., Buddhist, Muslim)

EP3: Demonstrate knowledge and understanding of the way religious belief influences individuals, communities and societies

EP4: Demonstrate knowledge and understanding of non-religious views (e.g., atheist and Humanist)

EP5: Demonstrate knowledge and understanding of similarities and differences within and/or between religions and beliefs

EP6: Develop their ability to analyse and evaluate aspects of religion and belief, including their significance and influence

EP7: Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt

RS Subject Domains of Knowledge

D1 Beliefs

D2 Practices

D3 Ethical and philosophical themes

RS Subject Key Concepts

C1 Theology

C2 Eschatology

C3 The origins

C4 Medical Ethics

C5 Relationships

C6 The family

C7 Equality

C8 Crime and punishment

C10 Peace and conflict

C12 Worship

C13 Places of worship

C14 Meditation

C15 Festivals

C16 The role of the Church

C17 Holy books

C18 Suffering

	<p>C19 Good and Evil C20 Enlightenment C21 Dhamma C23 Samsara C24 Forgiveness C25 Reconciliation C26 Prayer C27 Sacraments C28 Death C29 Atheism</p>
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Ethics (RS) Year 9 Medium Term Curriculum Plan

Units	Unit 1 RS What difference does it make to be atheist or agnostic in Britain?	Unit 2 RS What is good and what is challenging about being a Muslim teenager in Britain today?
	<p>Students will begin to consider the changing views about religion in Britain today, by looking and analysing data from the census. They will consider how non-religious beliefs are linked to action and will explore the sources of authority non-religious people may use to decide how to live. Students will look at a range of views, such as humanism and spiritual but not religious (SBNR).</p>	<p>Students will consider some of the typical lived experiences of Muslim teenagers in Britain today. It enables students to learn about some of the typical benefits of being a Muslim teenager as well as some of the challenges faced by Muslims around their own age. Students will be encouraged to develop their own perspectives on what is good and what may be challenging about life in modern Britain for Muslim teenagers.</p>
Lesson Sequence	<p>1. What difference does it make to be an agnostic or atheist in Britain? Students to consider what it means to be agnostic or atheist in Britain by making sense of statistics. Consider what the idea of 'none' means and spiritual not religious.</p> <p>2. What does research show about non-religious views? Using statistics and research findings, consider if all non-religious people share the same worldviews.</p>	<p>1. What do Muslims believe? Students will learn about Allah's 99 names and why it is haram to depict him.</p> <p>2. Why is Muhammad (pbuh) important to teenage Muslims today? Students will learn about Muhammad's life and qualities and how they can be applied to a teenager's life today.</p>

	<p>3. How can non-religious worldviews be expressed through art? Consider and learn how human beings have used art to express meaning, identity and hope for thousands of years.</p> <p>4. What would a non-religious community look like? Consider whether there could be an atheist alternative to ‘church’ and what the point of one would be?</p> <p>5. Rites of Passage – Consider how non-religious communities mark the end of life. Discuss the symbolism within funerals and the purpose of funerals.</p> <p>6. Beliefs and questions of truth – Discuss what is meant by ‘truth’ and learn the features of humanism.</p> <p>7. Assessment – Assessment of learning</p>	<p>3. The Qur’an. Students will learn about how the Qur’an was revealed to Muhammad and how Muslims can apply the teachings to life today.</p> <p>4. The divide. Students will learn about how there is a divide between sunni and shi’a Muslims and the impact this has.</p> <p>5. Islam in the media. Students will learn about the prejudice and discrimination that Muslims face in Britain and the important of having positive representation in the media.</p> <p>6. Muslim dress. Students will explore different views about wearing the hijab from teenage Muslims.</p> <p>7. The 5 Pillars of Islam. Students will learn about the 5 duties a Muslim should do and consider the challenges and benefits for teenagers.</p> <p>8. Hajj. Students will learn about the experience of going on pilgrimage to Mecca and the impact it might have on a British teenager.</p> <p>9. Revision. Students will revise the topic and prepare for an assessment next lesson.</p> <p>10. Assessment Students will complete a written assessment.</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>D1 Beliefs D2 Practices D3 Ethical and philosophical themes</p> <p>C1 Theology C2 Eschatology C3 The origins C7 Equality C12 Worship C13 Places of worship C16 The role of the Church C18 Suffering</p>	<p>D1 Beliefs D2 Practices D3 Ethical and philosophical themes</p> <p>C1 Theology C5 Relationships C6 The family C7 Equality C10 Peace C12 Worship C13 Places of worship C15 Festivals</p>

	<p>C26 Prayer C27 Sacraments C28 Death</p>	<p>C17 Holy books C18 Suffering C19 Good and Evil C24 Forgiveness C26 Prayer</p>
KS4 End Points	<p>EP3: Demonstrate knowledge and understanding of the way religious belief influences individuals, communities and societies</p> <p>EP4: Demonstrate knowledge and understanding of non-religious views (e.g., atheist and Humanist)</p> <p>EP5: Demonstrate knowledge and understanding of similarities and differences within and/or between religions and beliefs</p> <p>EP6: Develop their ability to analyse and evaluate aspects of religion and belief, including their significance and influence</p> <p>EP7: Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</p>	<p>EP2: Demonstrate knowledge and understanding of Islamic beliefs, practices and sources of authority</p> <p>EP3: Demonstrate knowledge and understanding of the way religious belief influences individuals, communities and societies</p> <p>EP5: Demonstrate knowledge and understanding of similarities and differences within and/or between religions and beliefs</p> <p>EP6: Develop their ability to analyse and evaluate aspects of religion and belief, including their significance and influence</p> <p>EP7: Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</p>
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • The differences between the 2001 and 2011 census about religious and non-religious belief in Britain • Be aware that there is a growing amount of non-religious people in the UK who describe themselves as non-religious and that many non-religious people have varying beliefs. • Explore how religious and non-religious worldviews are expressed through art. • Consider whether there can be an atheist alternative to 'church' • Rites of Passage – focus on atheist/humanist funerals • Key Humanist beliefs 	<ul style="list-style-type: none"> • Key Muslim beliefs about Allah and Muhammad • Key Muslim beliefs about the Quran • Different views about the perception of Muslims in the media • The teachings about female dress and the different interpretations of this on individuals and communities • The 5 pillars of Islam

<p>Procedural Knowledge (Students should be able to do)</p>	<ul style="list-style-type: none"> • Should be able to make predictions based on the 2001 and 2011 data (i.e will Christianity/non-religion increase, decrease or stay the same and why) and consider why census data does not give us the full picture. • Consider why non-religious views are on the rise. • Can explain that there are a different range of non-religious beliefs and that non-religious people will not all have identical views. • Be able to discuss why themes within art have shifted through the years – and what the purpose behind this is. • Understand the purpose of a community and consider whether there can be an atheist alternative to ‘church’ • Consider how non-religious communities mark the end of someone’s life and how this differs to how religious people might mark the end of life. • Reflect on the purpose of a funeral and what symbolism can be found within funerals, especially for non-religious people. • Be able to consider differences between atheism and humanism. • Evaluate whether atheism will outnumber religion in Britian in the future • Give personal justified opinions on the above topics 	<ul style="list-style-type: none"> • Can explain different beliefs about Allah and why it is haram to depict God • Can explain how beliefs about Allah affects the daily life of a British Muslim • Can explain why Muhammad is important to Muslims • Can explain where stereotypes of Muslims come from and why it is important to challenge prejudice. Can consider the impact this may have on young British Muslims • Can explain diverse views about ‘modest’ dress • Can explain the importance of the 5 pillars and how they may be challenging to young British Muslims • Can reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt
<p>Developing T3 Literacy and Numeracy</p>	<p>Non-religious glossary.docx</p>	<p>Islam glossary.docx</p>
<p>Assessment (Summative and Formative)</p>	<p>End of topic assessment. Teams HW</p>	<p>End of topic assessment Teams HW</p>

Links to Prior Learning	The current Y9s will have looked at Humanism before, however will have considered Humanist beliefs about life after death and organ donation.	This will be the first Islam topic they have studied at Ratton. There will be mixed knowledge from primary schools.
Next steps in learning	Humanist and non-religious views are relevant across the 4 Themes at GCSE – students are expected to compare these views to religious views about war, abortion, the environment etc.	Revisit in yr 9 activists Malcolm X lesson – where he goes on Hajj
Common Barriers to learning in this unit	Some students may not understand the difference between atheism, humanism and being spiritual but not religious. This will be addressed in the lesson on Humanism which discusses the difference between the two – especially in relation to beliefs about the supernatural and life after death.	Misconceptions from the media about Islam. This will be addressed in L4. Students are not confident with the terms like Muslim, Islam, Islamic and Arabic. We will ensure that the first lesson covers the key terminology.

Units	Unit 3 RS Good, bad; right, wrong: how do I decide?	Unit 4 RS How can art reflect Buddhist beliefs?
	Students will explore philosophical topics such as moral dilemmas, the death penalty, abortion, and violence in the media. They will analyse different perspectives on these contemporary issues in order to help form their own justified opinion. Students will also be introduced to different strands of moral philosophy – such as utilitarian ethics and situation ethics to help them explore how we make moral decisions.	Students will study a variety of Buddhist art forms, including asanas and the Bhavachakra. They will develop an understanding of symbolism and how Buddhist use these images to worship and meditate and understand their faith. They will analyse the effectiveness and practicality of teachings being presented through artwork rather than being written down in sacred texts.
Lesson Sequence	<ol style="list-style-type: none"> Moral Dilemmas -To discuss and consider a range of ethical and philosophical dilemmas. Situation Ethics and Utilitarianism – In philosophy we often ask the question ‘what is the right things to do in certain situations?’ Students will learn two philosophical theories and be able to apply them to scenarios. Death Penalty - Students to consider what the death penalty is and whether or not it is ever morally just? 	<ol style="list-style-type: none"> Asana – What do different Buddha statue poses remind Buddhists of and what are their meanings? <i>Bhumisparsa, Abhaya, Dhyana</i> Bhavachakra – Learn some of the Buddhist beliefs that are represented on the wheel of life – 3 poisons, light and dark path, kamma, rebirth, 6 realms, 12 Nidanas Bhavachakra – Nidanas – Consider the 12 Nidanas and how they represent chains of attachment that keep us trapped within samsara. Furthermore consider the concept

	<p>Consider human rights surrounding right to life and life free from torture.</p> <p>4. Abortion - Consider whether abortion is morally acceptable. Learn about the law surrounding abortion, consider how abortion, for some people, goes against the sanctity of life due to when life begins and how for others it does not. Develop their own opinion about abortion.</p> <p>5. Violence in the Media - Consider the effects of violence in the media and whether or not violence is something that is built within all of us, whether or not we learn it from socialisation or copying things we see on the media.</p> <p>6. Assessment - Students will complete a written assessment.</p>	<p>of dependent arising and how the 12 nidanas are all interlinked/interdependent on each other.</p> <p>4. Bhavachakra – Yama – Learn about the demon of impermanence Yama and how everything in life changes and does not stay the same.</p> <p>5. Mandalas – Why are mandalas significant to Buddhists and how do they represent impermanence? Students consider the teaching of anicca through colouring mandalas and destroying them</p> <p>6. Assess - Students will complete a written assessment.</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>D3 Ethical and philosophical themes</p> <p>C4 Medical Ethics</p> <p>C5 Relationships</p> <p>C7 Equality</p> <p>C8 Crime and punishment</p> <p>C10 Peace and conflict</p> <p>C18 Suffering</p> <p>C19 Good and Evil</p>	<p>D1 Beliefs</p> <p>C14 Meditation</p> <p>C17 Holy books</p> <p>C18 Suffering</p> <p>C19 Good and Evil</p> <p>C20 Enlightenment</p> <p>C21 Dhamma</p> <p>C23 Samsara</p> <p>C28 Death</p>
<p>KS4 End Points</p>	<p>EP4: Demonstrate knowledge and understanding of non-religious views (e.g., atheist and Humanist)</p> <p>EP5: Demonstrate knowledge and understanding of similarities and differences within and/or between religions and beliefs</p>	<p>EP2: Demonstrate knowledge and understanding of Buddhist beliefs, practices and sources of authority</p> <p>EP3: Demonstrate knowledge and understanding of the way religious belief influences individuals, communities and societies</p> <p>EP5: Demonstrate knowledge and understanding of similarities and differences within and/or between religions and beliefs</p>

	<p>EP6: Develop their ability to analyse and evaluate aspects of religion and belief, including their significance and influence</p> <p>EP7: Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</p>	<p>EP6: Develop their ability to analyse and evaluate aspects of religion and belief, including their significance and influence</p> <p>EP7: Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt</p>
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • What is meant by a moral dilemma • What is meant by utilitarianism and situation ethics • Different responses to the death penalty • Different responses to abortion • Different responses to whether violence in the media causes violence in real life 	<ul style="list-style-type: none"> • Buddhist asanas • Buddhist beliefs birth, death and rebirth • What the bhavachakra looks like and what it contains
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Can discuss a range of answers to some moral dilemmas • Can explain how to apply utilitarianism and situation ethics to different examples • Can analyse and evaluate different views about the death penalty, abortion and whether violence in the media causes real life violence • Reflect on and develop their own values, beliefs and attitudes towards the death penalty, abortion and violence in the media 	<ul style="list-style-type: none"> • Explain the meaning of three Buddhist asanas • Explain what the asanas teach Buddhists about how they should live their life • Explain what and how the bhavachakra teaches Buddhists about birth, death and rebirth • Can how the three poisons can lead to suffering • Can explain different Buddhist interpretations of the 6 realms • Can evaluate the effectiveness of the bhavachakra teachings Buddhists key beliefs • Reflect on and develop their own values, beliefs and attitudes about rebirth and the cause of suffering
Developing T3 Literacy and Numeracy	<p>Tier 2 Moral dilemmas.docx</p> <p>Moral dilemmas glossary.docx</p>	<p>Buddhist art glossary.docx</p>
Assessment (Summative and Formative)	<p>End of unit assessment</p> <p>Teams HW</p>	<p>End of unit assessment</p>

Links to Prior Learning	Students may already have some opinions on these topics, they could have heard about them from the news, parents etc. However, this may be the first time for many of them due to not being age-appropriate until now	Yr 7 Big questions – cause of suffering Yr 8 Who was Buddha?
Next steps in learning	Situation ethics and utilitarianism can be applied in all four themes of the RS GCSE exam Death penalty – yr 11 Theme E crime and punishment Abortion – yr 10 PSHE and yr 11 Theme B religion and life unity James Bulgar case – revisited in yr 11 crime and punishment	Yr 10 Buddhist beliefs Yr 11 Buddhist practices And throughout the themes A, B, D and E at GCSE
Common Barriers to learning in this unit	For ASD students, the moral dilemmas lesson can be tricky Work needs to be done to ensure students are able to properly justify their views. Some can find it challenging to really consider why they think what they do in detail.	Some struggle with vocab e.g. bhavachakra, dukkha, yama. However, we revisit these concepts and use different methods to assist in them being remembered

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PSHE End Points

EP1: Demonstrate knowledge and understanding of physical health issues and how we can look after ourselves.

EP2: Demonstrate knowledge and understanding of mental health issues and how to look after emotional health and well-being.

EP3: Demonstrate knowledge and understanding of how to keep safe on-line.

EP4: Demonstrate knowledge and understanding of the impact that substance misuse can have on physical and mental health.

EP5: Demonstrate knowledge and understanding of the changing adolescent body and mind.

EP6: Develop their ability to evaluate risks to make healthy choices.

- EP7: Be confident in knowing where, when, and how to access support.
- EP8: To reflect on the attributes of healthy and unhealthy relationships.
- EP9: To be clear about the importance of consent in healthy relationships.
- EP10: To have the knowledge to make informed decisions about intimate relationships.
- E11: To be supported in deciding their next steps for post 16 life.
- E12: To demonstrate respect to others and embrace diversity.

PSHE Subject Domains of Knowledge

Health
Relationships education
Sex Education
Living in the wider world

PSHE Subject Key Concepts

Mental wellbeing
Internet safety
Physical health/fitness
Healthy eating
Drugs, alcohol and tobacco
Health and prevention of harm
Basic first aid
Changing adolescent body

Families
Respectful relationships
Online and media
Being safe
Intimate and sexual relationships
Sexual health

Future preparedness
Careers and work related learning
Personal Identity

Ethics (PSHE) Year 9 Medium Term Curriculum Plan

Units	Unit 1 PSHE Healthy body, healthy mind part 1	Unit 2 PSHE Pathways
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<p>Unit Overview</p>	<p>Students will learn about the effects of coming into contact with particular drugs. For example, smoking and alcohol. They will look at why people their age get involved in drugs and alcohol and the potential short-term and long-term effects of doing so. Students will develop their literacy skills through studying some specific case studies around the topic area. Work in groups to establish the reasons why individuals are involved with drugs and alcohol. To weigh up relevant examples in society in terms of their impact. . Students will recognise that peer pressure is a factor and distinguish a clear method of removing themselves from that situation. Students will develop confidence to make their own decision</p>	<p>Students will be guided through Year 9 pathway options. In the process they will look at potential jobs for the future and identify a particular skillset which will allow them to fulfil their potential. Students will then decide on their options to pick for GCSEs to allow them access to further education.</p>
<p>Lesson Sequence</p>	<ol style="list-style-type: none"> 1. Why do some people drink alcohol? Students will explore myths and facts around alcohol and consider reasons why people choose to drink or not to drink alcohol. 2. What does it mean to drink responsibly? Students will learn what is meant by a unit and how much is too much? 3. What are some of the risks associated with alcohol? Students will learn about the risks involved in binge drinking, such as addiction, liver disease and serious accidents. 4. What are the common risks with some illegal drugs? Students will learn about the law, symptoms and side effects of illegal drugs such as cocaine. 5. What are the common risks with cannabis use? Students will learn about the effects of cannabis and the dangers of edibles. 6. Q&A and proficiency test. Students will have the chance to ask anonymous questions which will then 	<ol style="list-style-type: none"> 1. What choices do I have for my GCSES? Students will have the pathways explained to them so that they understand what is on offer and why Ratton offers this. 2. How should I make this decision? What sources of support are there. Students will consider how to make a good informed decision and will be given help to do so.

	be answered by their teachers. They will complete their end of unit assessment.	
Key Domains and Concepts taught in this Unit / Term	<ul style="list-style-type: none"> Mental wellbeing Internet safety Physical health/fitness Drugs, alcohol and tobacco Awareness Health and prevention of harm Changing adolescent body and mind Respectful relationships Online and media Being safe Intimate and sexual relationships Sexual health 	<ul style="list-style-type: none"> Future preparedness Careers and work related learning Personal Identity
KS4 End Points	<ul style="list-style-type: none"> EP1: Demonstrate knowledge and understanding of physical health issues and how we can look after ourselves EP2: Demonstrate knowledge and understanding of mental health issues and how to look after emotional health and well-being. EP3: Demonstrate knowledge and understanding of how to keep safe on-line EP4: Demonstrate knowledge and understanding of the impact that substance misuse can have on physical and mental health EP5: Demonstrate knowledge and understanding of the changing adolescent body and mind EP6: Develop their ability to evaluate risks to make healthy choices 	<ul style="list-style-type: none"> E11: To be supported in deciding their next steps for post 16 life E12: To demonstrate respect to others

	<p>EP7: Be confident in knowing where, when, and how to access support</p> <p>EP9: To be clear about the importance of consent in healthy relationships.</p>	
Declarative Knowledge (Students should know)	<p>How to assess risks both online and in the real world</p> <p>Know how the teenage brain responds differently to risks</p> <p>Know the specific risks around drugs, alcohol and tobacco both in terms of physical health and mental health</p>	<p>To know how the school options process works</p> <p>embrace diversity</p>
Procedural Knowledge (Students should be able to do)	<p>Manage peer pressure</p> <p>How to manoeuvre out of a risky situation</p> <p>Actions to minimise the harm caused by risky behaviour</p> <p>Confidently ask for help when needed</p> <p>Be a good source of support for others in risky situations</p>	<p>Consider their choices carefully and with the support of their tutor make their options choices.</p>
Developing T3 Literacy and Numeracy	<p>Year 9 PSHE Glossary.docx</p>	<p>Year 9 PSHE Glossary.docx</p>
Assessment (Summative and Formative)	<p>Recap quizzes. Proficiency test.</p>	<p>NA</p>
Links to Prior Learning	<p>Spirals with Healthy Relationships and DATE</p>	<p>Work place visits.</p> <p>Work related learnings</p>
Next steps in learning	<p>Links to the Healthy Relationships topic at start of Year 10.</p>	<p>Choice of GCSEs/Courses</p>
Common Barriers to learning in this unit	<p>Understanding social norms.</p>	<p>Students not understanding the process, so make sure we link with the message Tutors are giving</p>

Units	Unit 3 PSHE Healthy body, healthy mind part 2	Unit 4 PSHE Risky business
<p>Unit overview</p>	<p>Students will learn self-care strategies in order to protect emotional health and wellbeing. They learn about managing difficult emotions and where to get support if they feel they are struggling. Students consider why some people may engage in self destructive behaviour and how to offer support or signpost We also look at strategies shown to have a positive impact on emotional health.</p>	<p>Students will explore a range of dangerous behaviours and evaluate not only the risks but why people are taking these risks. Students will be given guidance on how to be Safe Around Sex and to understand the consequences of their own actions. Students will explore outcomes of risk taking behaviour, developing a safe secure environment in which to ask questions, and to explore wider topics that affect their age group. Students will also be able to assess a situation and decide on an appropriate response. Students will have the opportunity to reflect on their own personal experiences, ask questions and can seek guidance if needed.</p>
<p>Lesson sequence</p>	<ol style="list-style-type: none"> 1. How can we regulate our moods? Students will explore a range of strategies and exercise that promote emotional health and wellbeing. 2. What is self-care and why do we need it? Students will learn about actions and rituals we can do to help ourselves feel at our best. 3. Why do some people have self destructive tendencies? Students will learn about the self-harm cycle and ways to break this. 4. Silent emergency part 1. Two lessons spent watching and discussing Roman Kemp’s documentary exploring suicide of young males and why many boys aren’t talking about their mental health. 5. Silent emergency part 2. Two lessons spent watching and discussing Roman Kemp’s documentary exploring suicide of young males and 	<ol style="list-style-type: none"> 1. Risky relationships introduction. This lesson will be spent establishing ground rules and discussion. 2. Self esteem and self worth. Students will think about the importance of self love and will consider positive qualities about themselves. 3. Why is consent so important in intimate relationships? Students will think about risks involved in sexual relationships and the importance of consent. 4. Contraception. Students will learn about condoms and the pill. They will have a condom demonstration. 5. Online sexualised behaviour. Students will critically evaluate the types of images used to sell products such as perfumes. They will think about the impact of these images on people seeing them. 6. Body Image. Students will discuss the role that media has on body image and will look at campaigns encouraging the media to use ‘normal’ people.

	<p>why many boys aren't talking about their mental health.</p> <p>6. The science of happiness. Students will reflect on the 10 keys to a happier living from 'Action for Happiness'</p> <p>7. Q&A and proficiency test. Students will have the chance to ask anonymous questions which will then be answered by their teachers. They will complete their end of unit assessment.</p>	<p>7. County lines. Students will learn why people might get involved in county lines and what they can do if they needed help and support.</p> <p>8. Knife Crime. This lesson may move about in the sequence as it is delivered by the police.</p> <p>9. Q&A and proficiency test. Students will have the chance to ask anonymous questions which will then be answered by their teachers. They will complete their end of unit assessment.</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p>Mental wellbeing</p>	<p>Mental wellbeing Internet safety Physical health/fitness Drugs, alcohol and tobacco Awareness Health and prevention of harm Changing adolescent body and mind Respectful relationships Online and media Being safe Intimate and sexual relationships Sexual health</p>
<p>KS4 End Points</p>	<p>EP2: Demonstrate knowledge and understanding of mental health issues and how to look after emotional health and well-being.</p> <p>EP5: Demonstrate knowledge and understanding of the changing adolescent body and mind</p> <p>EP6: Develop their ability to evaluate risks to make healthy choices</p> <p>EP7: Be confident in knowing where, when, and how to access support</p>	<p>EP2: Demonstrate knowledge and understanding of mental health issues and how to look after emotional health and well-being.</p> <p>EP3: Demonstrate knowledge and understanding of how to keep safe on-line</p> <p>EP4: Demonstrate knowledge and understanding of the impact that substance misuse can have on physical and mental health</p> <p>EP5: Demonstrate knowledge and understanding of the changing adolescent body and mind</p> <p>EP6: Develop their ability to evaluate risks to make healthy choices</p>

		<p>EP7: Be confident in knowing where, when, and how to access support</p> <p>EP9: To be clear about the importance of consent in healthy relationships.</p>
Declarative Knowledge (Students should know)	<p>Know strategies' and choices to support emotional health and wellbeing.</p> <p>Know why young people may engage in self destructive behaviours and alternatives to those coping strategies.</p>	<p>Know why teenagers are more prone to risk taking behaviour than adults.</p> <p>Know some of the outcomes of risk-taking behaviour- substance misuse and its links with mental health issues.</p> <p>Knowing the law around sharing nudes online</p>
Procedural Knowledge (Students should be able to do)	<p>How to access support when things are difficult</p>	<p>Know how to risk assess a situation</p> <p>How to support each other in risky situations.</p> <p>How to access support when things are difficult- including:</p> <p>When and how to call emergency services</p> <p>When and how to access sexual health services</p>
Developing T3 Literacy and Numeracy	<p>Key terms defined in lesson resources.</p> <p>Also we give the young people scripts for starting conversations around emotional health.</p> <p>Year 9 PSHE Glossary.docx</p>	<p>Numeracy- we look at some of the data around risk taking behaviour. Some of this is drawn from our own students health survey.</p> <p>Year 9 PSHE Glossary.docx</p>
Assessment (Summative and Formative)	<p>Recap quizzes</p> <p>Proficiency test</p>	<p>Recap quizzes</p> <p>Proficiency test</p>
Links to Prior Learning	<p>Builds on Managing emotions in year 7 and 8 Wellbeing.</p>	<p>Builds on Year 8 RSHE topics.</p>
Next steps in learning	<p>Emotional wellbeing in KS4- links to assemblies and workshops.</p>	<p>Links to KS4 Healthy Relationships and DATE</p> <p>Links to Theatre in Education Performances</p>
Common Barriers to learning in this unit	<p>Some students may find this unit tricky if having issues with their own mental health. We will ensure we communicate with the yr 9 teams.</p>	<p>Assumptions made around peers activities-so we use data to provide more accurate social norms.</p>