

A stylized, light blue illustration of a unicorn's head and neck, facing right. The unicorn has a single, long, braided horn and a flowing mane. The illustration is set against a dark blue background with a large, light blue circular arc behind the unicorn's head. A solid yellow vertical bar is on the far left of the page.

Sancton Wood School

Curriculum Overview

2022-23

Year 9

English

Language, Literature and Spoken Language

Michaelmas 1

Gothic Literature

Read: The Woman in Black (Susan Hill)

Language Assessment: Lang Paper 1, Q3
Structure

Literature Assessment: PEALs on Setting
& Atmosphere

Skills: Features of the gothic; setting;
atmosphere; motif; situational irony;
pathetic fallacy; colloquialism; contrast

Michaelmas 2

Gothic Literature

Read: The Woman in Black (Susan Hill)

Language Assessment: Lang Paper 1, Q5
Crafting a gothic setting

Literature Assessment: PEALs on
character of Jennet

Skills: tension; exposition; rising action;
climactic moment; falling action;
resolution; historical background on the
rights of unmarried women in the 19th
century

Lent 1

Social Protest Literature

Read: Animal Farm (George Orwell)

Language Assessment: Lang Paper 2, Q3
Persuasive elements test

Literature Assessment: PEAL paragraphs
on character of Napoleon

Skills: Persuasive methods including
ethos; pathos; logos; appeal to authority;
statistics; euphemism

English

Language, Literature and Spoken Language

Lent 2	Summer 1	Summer 2
<p>Social Protest Literature</p> <p>Read: Animal Farm (George Orwell)</p> <p>Language Assessment: Lang Paper 2, Q4 Evaluation of Persuasion</p> <p>Literature Assessment: PEAL paragraphs on theme of power</p> <p>Skills: Tracing a theme across a whole text as well as writing using extract; semantic fields</p>	<p>Drama</p> <p>Read: Much Ado about Nothing (Shakespeare)</p> <p>Language Assessment: Spoken Language, Individual dramatic monologue</p> <p>Literature Assessment: PEAL paragraphs (2-3) on the theme of love across the play</p> <p>Skills: Soliloquy; aside; extended metaphor</p>	<p>Poetry</p> <p>Read: GCSE Poetry Anthology (4 poems)</p> <p>Language Assessment: Review test on the AOs and poetry terminology</p> <p>Literature Assessment: PEAL paragraphs (3 plus intro & conclusion) responding to GCSE extract question on one of the poems</p> <p>Skills: AO3 contextual background to the Romantic poets; academic introductions and conclusions</p>

Michaelmas 1

Sets 1 and 2 - Higher Tier – AQA

Number

- Working with integers
- Properties of integers
- Working with fractions
- Working with decimals
- Rounding and estimation

Set 3 - Foundation Tier – AQA

Number

- Working with integers
- Properties of integers
- Working with fractions

Michaelmas 2

Sets 1 and 2 - Higher Tier – AQA

Algebra

- Basic algebra

Data

- Collecting, interpreting and representing data
- Analysing data

Set 3 - Foundation Tier – AQA

Data

- Collecting, interpreting and representing data
- Analysing data

Lent 1

Sets 1 and 2 - Higher Tier – AQA

Shape

- Properties of polygons and 3D objects
- Angles

Set 3 - Foundation Tier – AQA

Number

- Working with decimals

Algebra

- Basic algebra

Lent 2

Sets 1 and 2 - Higher Tier – AQA

Shape

- Perimeter
- Area

Set 3 - Foundation Tier – AQA

Shape

- Properties of polygons and 3D objects

Summer 1

Sets 1 and 2 - Higher Tier – AQA

Number

- Percentages
- Powers and Roots
- Standard form

Set 3 - Foundation Tier – AQA

Shape

- Angles
- Perimeter
- Area

Summer 2

Sets 1 and 2 - Higher Tier – AQA

Algebra

- Further algebra

Set 3 - Foundation Tier – AQA

Number

- Rounding and estimation
- Percentages

Computing

Michaelmas 1

Working knowledge of hardware that is required to make a computer system.

How to procure components and physically make a PC

Having a working knowledge of other operating systems

Michaelmas 2

Basic understanding of networking components and addressing methods.

Able to identify network topology

Completing basic maintenance of software and operating systems

Lent 1

Understanding computational thinking. looking at the structure of a program and writing basic programs to complete a project

Using HTML and JavaScript.

Having a working knowledge of other operating systems

To communicate with other systems over a network

Lent 2

App design, creating a web-based product using JavaScript

Be able to create an app for the right target audience.

Having a working knowledge of other operating systems and able to communicate with other systems over a network

Summer 1

Introduction to Database concepts. Why do organisations rely so much on database?

To understand elements of a database: Primary key, field, flat database and relational database.

Use of objects in a database, queries using parameters. Report

Using Python

Summer 2

Programming and Physical Computing

Use of selection, loops, subroutine.

Physical computing. Applying computational thinking to create programs which can be used with Micro bits. /Raspberry pi

Michaelmas 1 + 2

ORGANISMS

- To know that parts of the human skeleton work as a system for support, protection, movement.
- To understand that antagonistic pairs of muscles create movement when one contracts and the other relaxes.
- To know that the musculoskeletal system is muscles and bones working together to cause movement and support the body.
- To learn how to use a light microscope to observe and draw cells and compare different types of cells, labelling their different features and relating it to their functions.
- Explain how unicellular organisms are adapted to carry out functions that in multicellular organisms are done by different types of cells.

Lent 1 + 2

ECOSYSTEMS

- To compare food chains to form a food web.
- To explain issues with human food supplies in terms of insect pollinators.
- To describe how a species' population changes as its predator or prey population changes.
- To explain the effects of environmental changes and toxic materials on a species' population.
- Children will suggest what might happen when an unfamiliar species is introduced into a food web.
- To understand how insects are needed to pollinate food crops and how pollen is carried by the wind, insects and animals.
- To identify parts of the plant linking their structure to their function
- Children will describe the main steps that take place when a plant reproduces successfully.
- To understand why seed dispersal is important to survival of the parent plant and its offspring.

Summer 1 + 2

GENES

- To explain whether characteristics are inherited, environmental or both. They will be able to plot bar charts or line graphs to show discontinuous or continuous variation data.
- To learn how variation helps a particular species in a changing environment and how they can become adapted to particular environmental conditions.
- To learn the difference between puberty and adolescence and the changes that take place during puberty.
- Sex Ed: To learn about the stages in development of a foetus from the production of sex cells to birth.
- To understand the process of fertilisation and implantation and the developmental stages of the foetus and how substances can be passed from mother to foetus.
- To learn about the menstrual cycle and how it links to contraception and fertility.

Chemistry

Michaelmas 1

An introduction to Chemistry (3 weeks)

C1 Atomic Structure

Structure of the atom.

Compounds and mixtures. How mixtures can be separated (Chromatography, filtration and distillation)

Michaelmas 2

C1 ions atoms isotopes periodicity

The periodic table and its history as well as the key features of Groups 1 and 7 (C2)

Lent 1

C2 Transition metals

The periodic table and its history as well as the key features of Groups 1 and 7 (C2)

C3 Structure and bonding

Learning about covalent, ionic and metallic bonding

Chemistry

Lent 2

C3 giant covalent structures and nanoparticles

Discovery.

3D structures (using VR sets)

Applications (Sports, medicines)

Summer 1

C4 relative formula masses and equations in chemistry

Calculations of reacting masses (laboratory and industrial scale)

Building a sense of proportion

Summer 2

C4 percentage yield and how to calculate moles and molar ratios

Calculating yield, atom economy.

Application to industry (cost, safety)

Physics

Michaelmas 1 & 2

An introduction to physics (3 weeks)

P1 Conservation and dissipation of energy

Understanding and defining energy

Calculating GPE, KE and EPE

Efficiency, work and wasted energy

Energy in electrical appliances

Lent 1 & 2

P2 Energy transfer by heating

Energy transfer by conduction, convection and radiation

Infrared radiation

Specific heat capacity

Heating and insulation

Summer 1 & 2

P3 Energy resources

Energy demands and challenges

Power stations - fossil fuels, wind, water, solar, geothermal and nuclear

Environmental considerations

Big energy issues

History

Michaelmas 1

First World War and Trench Warfare

Introduction to Year 9 History

Causes of WWI

Propaganda

Life in the trenches

Trenches re-enactment

Michaelmas 2

First World War

Battle of the Somme and Gallipoli

Contribution of the Empire

The End of the War

The Treaty of Versailles

WWI Assessment

Lent 1

Votes for Women

Women's rights before 1900

Women's role in WWI

Suffragettes and spotlight on Emily Davidson

Impact and reflection on women's rights throughout the world

History

Lent 2

Inter-war years and the Rise of Hitler

Consequences of the Treaty of Versailles

League of Nations – establishment and failure

The Rise of Hitler

Nazism - its impact on Germany and Europe

Appeasement and the lead up to War

Summer 1

Second World War

Outbreak of War

Spotlight on the Western Front and Dunkirk

The Eastern Front

D-Day

The Holocaust

Summer 2

Second World War

Life on the Homefront

The War in the Pacific

The End of the War

Nuclear Weapons project planning and assessment

The immediate aftermath of the war

Assessment

Geography

Michaelmas 1

Dawn of the Anthropocene

Population patterns across the world

Introducing the link between population and environmental impact: the Anthropocene. World populations then and now, world population distribution, the demographic transition model, population pyramids, social, economic, cultural, political and environmental reasons for rapid population growth in LEDCs (and the UK/ MEDCs historically), the significance of the Industrial Revolution on population change.

Michaelmas 2

Weather Tantrums: Extreme weather events

The formation of Hurricanes, cyclones, typhoons, tornadoes and waterspouts, thunder and lightning, monsoons & floods, drought and heatwave, UK 2018 extremes (Beast from the East, summer drought) 2019 hottest temperature on record in Cambridge). UK flooding 2019, Storm of 1987

How we might be contributing to this extreme weather through climate change

Lent 1

The Bright Lights of the City

An introduction to urbanisation and migration

Students will learn about global patterns in Urban change, the mechanisms for this rapid change and the resultant rise of the megacity.

Students will learn about how to describe urban environments.

Students will look at urbanisation in the UK (MEDC) and in particular Liverpool and the opportunities and challenges presented by urban change in richer parts of the world.

Geography

Lent 2

Have I got enough Energy?

Introduction to energy types, growth in energy consumption in MEDCs, LEDCs and worldwide in numbers, social, economic, political and environmental reasons for rapid energy consumption increases. Fossil fuels in numbers: in depth analysis of how non-renewable (fossil fuels, fuelwood and nuclear) and renewable (solar, wind, HEP, biofuels, geothermal, wave and tide) energy sources are generated and their individual advantages and disadvantages. Decision-making exercise: renewables in the UK

Summer 1

Decision Making Exercise (DME)

Students will investigate a topical issue and write up their findings.

Examples of geographical issues/questions include:

'Large scale wind energy projects are a suitable option for the Isle of Lewis.'

'Slums of hope or slums of despair?'
Which do you think best describes urban slums in LIC/NEE cities?

Summer 2

Map skills

Using OS maps, recap and extend latitude and longitude, relief and contours, measure straight and curved distance, gradient, bearings, land use, drainage, photo analysis, graph analysis, data interpretation, field sketches, choropleth maps, flow diagrams etc.

Michaelmas 1 & 2

What makes us human

What makes us human introduction

How much is a human worth?

Are humans special?

What is the purpose of human life?

How free are we?

What does the future hold?

Lent 1 & 2

Religion human rights and social justice

Justice and the correct use of wealth

Wealth, inequality and poverty

Christianity, homophobia and sexism

Religion and racism

Human rights and their background in religion

Summer 1 & 2

Crime and Punishment

Why do people commit crimes?

What is the point in punishment

Are criminals evil?

The Death Penalty

Classics

Michaelmas 1

Mythology and Revision

Nouns and Cases (Nominative, Accusative, Dative)
Other Tenses of the Verb 'to be'
Creation of the Olympians (1) - Assessment
The Genitive Case, -que, Infinitives
Perfect Tense
Creation of the Olympians (2) - Assessment
The Ablative Case
Introducing Adjectives

Michaelmas 2

Suburani Chapter 10

pax Romana - Adjectives

pax Romana – Sulis Minerva and Roman religion re-cap

magnum periculum – Adjectives Assessment

magnum periculum – Aquae Sulis complex + Essay Style Question

The Gorgons

Lent 1

Suburani Chapter 11

Ostia

ad Galliam – Assessment for genitive singular

piratae

tempestas - Assessment for genitive plural

Pirates in the Mediterranean – Essay Style Question

Classics

Lent 2

Aeneas

Aeneas and Creusa

The journey begins

The Trojans depart from Crete

Two contrasting receptions

Scylla and Charybdis

Danger in Sicily

Summer 1

Suburani Chapter 13

Relative clauses and pronouns

in theatro – Assessment for relatives

Theatre

Pyramus and Thisbe

Pantomime

Summer 2

Theatre (cont.)

History

Which was the most entertaining genre of Roman theatre?

Write your own play.

Michaelmas 1 & 2 Lent 1

Adventures in Landscape

A01 DEVELOP: Study the methods, approaches, and intentions of past and present artists to understand how they use the genre of landscape as inspiration.

A02 REFINE: Learn how to use perspective methods in landscape drawing and develop observational drawing skills.

A03 RECORD: Explore landscape as the starting point for drawing and painting by experimenting with a range of media and techniques.

A04 PRESENT: Create a personal response to the project that takes inspiration from the artists and techniques you have studied.

Lent 2 & Summer 1&2

Saving our world

A01 DEVELOP: Respond to Environmental Art to raise awareness of the climate crisis, including ocean and land pollution.

A02 REFINE: Experiment with constructing three dimensional objects using recycled materials.

A03 RECORD: Explore how to use the formal elements to create three-dimensional drawing effects and practice fashion drawing techniques.

A04 PRESENT: Learn how to design and make a head dress from foraged natural materials. Work in teams to create intricately constructed garments from recycled materials.

General Studies

Lent 2	Summer 1	Summer 2
<p>Careers Unit Why Would Someone Employ Me? How to get a job. What makes me employable. Using and creating a CV What are apprenticeships? What are my skills and qualities. CAREERS FAIR & FEEDBACK</p> <p>FOUNDATION PROJECT QUALIFICATION</p>	FOUNDATION PROJECT QUALIFICATION	FOUNDATION PROJECT QUALIFICATION

Music

Michaelmas 1

The history of the Blues starting with the slave trade. Study of Delta Blues, City Blues and Rhythm and Blues.
Research – project on the history of the blues including a listening task.

Michaelmas 2

The Blues chord structure and features of melody and lyrics. Performing a jazz piece based on the 12-bar blues chord sequence. Develop an understanding of jazz improvisation through listening and practical work.

Lent 1

Music through the decades – 1950s.
Focus on Elvis Presley and the impact he has had on popular music.
Performance of 'Hound Dog'.

Lent 2

Music through the decades – 1960s.
Focus on The Beatles, Skiffle, Rolling Stones and Bob Dylan.

Protest songs – analysis of a variety of popular songs with politically motivated lyrics.

Write own lyrics based on what they have learnt thus far.

Summer 1

Music through the decades – 1970s and 80s. Focus on Reggae, Ska, Punk, Rap and Hip-Hop.

History of audio technology. Research – to prepare a presentation on a style of music from the decades studied.

Summer 2

School of Rock – prepare a performance of a song from this school-based film.

Alternative – compose a piece of music based on Pachelbel's Canon.

Drama

Michaelmas 1

Mugged by Andrew Payne.

Practical exploration of Payne's play Mugged. Exploration of the central themes of gangs and territory, bullying, media and truth

Michaelmas 2

Mugged by Andrew Payne.

Rehearsal techniques and character development. Scenes in performance.

Lent 1

Mask Work

Introduce the students to mask work using the Trestle Theatre masks – exploring non-verbal communication and exaggerated movement.

Lent 2

Introduction to Theatre Practitioner Bertolt Brecht.

Practical exploration of his Epic Theatre and Alienation Effect to create political theatre.

Summer 1

Devising from Stimulus –

including poetry, photography and music. Students collaborating to create their own original material for performance from a given stimulus.

Summer 2

Introduction to Frantic Assembly:

Exploring movement and physicality using Frantic Assembly's Chair Duets and Hymn Hands techniques.

Spanish

Michaelmas 1

Talking about things you like; Describing your week, films and your birthday; Translation skills; The present tense of regular verbs; The present tense of irregular verbs; Using the near future and the preterite tenses

Michaelmas 2

Talking about life as a celebrity; Jobs; Saying what you have to do at work; Saying what job you would like to do; Translation skills; Using three tenses together; Using tener que; Revision of adjectival agreement.

Lent 1

New Year's resolutions; Future plans; Describing your job; Describing your diet; Talking about an active lifestyle; More practice with near future tense and using three tenses together; Using direct object pronouns; Stem-changing verbs

Lent 2

Daily routine; Talking about getting fit; Body parts, illnesses, saying what's wrong with you; Reflexive verbs; Using se debe / no se debe; Using me duele(n) Creating ; complex sentences using different structures and features; Translation skills

Summer 1

Recycling; Describing how your town has changed; Meeting and greeting people.; Talking about a treasure hunt; Using se deberia.; Using para + infinitive; Introducing the imperfect tense; Using expressions with tener; Using the superlative

Summer 2

Discussing buying souvenirs; Saying what you will do; The comparative; The simple future tense; End-of-year assessment in listening, speaking, reading and writing; Talking about summer holidays.

French

Michaelmas 1

Teenage social life; Talking about Facebook; Giving your opinion about someone; Arranging to go out; Describing a date; Describing a music event; Translation skills; Using direct object pronouns; Using three tenses - perfect, present and near future

Michaelmas 2

Health and fitness; The parts of the body; Talking about sport.; Healthy eating; Making plans to get fit and describing levels of fitness; Translation skills; Using à and the definite article.; Using il faut; Using the future tense and using it with the perfect and present tenses; Using masculine and feminine nouns.

Lent 1

Jobs and career plans; Describing jobs.; Learning languages; what you used to do; Discussing your future and your past; Translation skills; Using modal verbs; Using the imperfect and future tenses

Lent 2

Talking about your job; Discussing holidays; Imagining adventure holidays; Translation skills; Using different tenses together; Asking questions using inversion; Using the conditional tense.

Summer 1

Talking about what you take with you on holiday; Describing what happened on holiday; Visiting a tourist attraction; Translation skills; Using reflexive verbs; Combining different tenses; Using emphatic pronouns.

Summer 2

Talking about what you take with you on holiday; Describing what happened on holiday; Visiting a tourist attraction; Translation skills; Using reflexive verbs; Combining different tenses; Using emphatic pronouns.

Mandarin

Michaelmas 1

Question : How; Revising greetings;
Learning to say negative sentences;
Asking and answering about
nationalities; Talking about family, what
languages spoken at home and hobbies;
Asking people where they live and where
they would like to have holidays.

Michaelmas 2

Doing something with someone 和/跟
..... 一起 Means of Transport: 坐 ; 骑;
Future Tense:; Subject + 想 + verb
(+object) + 吗 ? ; Subject + 想; + verb
(+object); Past Tense: Subject + verb + 了
+ object + 吗; Subject + verb + 了 + object

Lent 1

Doing something with someone 和/跟
..... 一起 Means of Transport: 坐 ; 骑;
Future Tense:; Subject + 想 + verb
(+object) + 吗 ? ; Subject + 想; + verb
(+object); Past Tense: Subject + verb + 了
+ object + 吗; Subject + verb + 了 + object

Adjectives for describing people;
Negative 不(bù) for adjectives; Tool, also
in sentences 也(yě); There is/are ...; How
to use 'on' and 'under' in sentences;
Measure words: 个、把、张 Revising
past tense.

Mandarin

Lent 2

Talking about clothes and describing colours in two different ways; Music and non-sports interests; Sport – revising vocabulary for individual sport; Clarify verbs 打 vs 做 vs 玩; Explain use of 'can' (会、能、可以); Using 'both' and 'all'.

Summer 1

Introducing Subordinate Clause; Time indicators in a sentence: bigger unit first, then smaller unit; Doing something in a place: place first, then action; Positions in Chinese: place first, then preposition; Functional dialogue: Making plans for meeting up in town; Linking word: because

Summer 2

Future Tense: I want to play basketball in the park tomorrow 明天我要去公园打篮球; Comparison: 比; My bedroom is smaller than my younger sister's; 我的卧室比妹妹的小。Future tense (negative) : 你想做演员吗? , 我想做演员。 , 我不想做演员。 , 是不是=是吗 in a yes/no question

Michaelmas 1

Rugby/Tag Rugby/Hockey

Pupils split into competitive and recreational groups

All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.

To be able to perform in a competition with outstanding sportsmanship

Table Tennis

Pupils develop skills in serving, returning, and other types of shots.

Pupils develop knowledge for the rules of table tennis and scoring in singles and doubles game play.

Michaelmas2

Rugby/Tag Rugby/Hockey

Pupils split into competitive and recreational groups

All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.

To be able to perform in a competition with outstanding sportsmanship

Health Related exercise

Yoga, Dance, HIIT, Circuits, Boxercise
Knowing how to warm up and cool down effectively

Taking heart rate and breathing rate and understanding the importance of monitoring these.

Different types of exercises for different muscles and to improve different areas of fitness

Designing own exercise routine

Lent 1

Football/ Lacrosse

Pupils split into competitive and recreational groups

All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.

To be able to perform in a competition with outstanding sportsmanship

Netball/Handball

To further develop skills in: passing, shooting, footwork, defending, game play, positions and tactical play in attack and defence

Lent 2	Summer 1	Summer 2
<p>Football/ Lacrosse</p> <p>Pupils split into competitive and recreational groups</p> <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p>Netball/Handball</p> <p>To further develop skills in: passing, shooting, footwork, defending, game play, positions and tactical play in attack and defence</p>	<p>Tennis</p> <p>Developing skills and knowledge in</p> <p>Serves, different types of shots, footwork, tactical play, sequences and scoring.</p> <p>Athletics</p> <p>Performing at Maximal levels</p> <p>Learning and developing skills in</p> <p>Running Short and long distance</p> <p>Jumping, long jump and high jump</p> <p>Throwing</p> <p>Shot putt, Javelin</p>	<p>Athletics</p> <p>Performing at Maximal levels</p> <p>Learning and developing skills in</p> <p>Running Short and long distance</p> <p>Jumping, long jump and high jump</p> <p>Throwing</p> <p>Shot putt, Javelin</p> <p>Tennis</p> <p>Developing skills and knowledge in</p> <p>Serves, different types of shots, footwork, tactical play, sequences and scoring</p> <p>Striking and Fielding</p> <p>Cricket</p> <p>To be able to under arm throw and low cradle catch a ball accurately</p> <p>To be able to over arm throw and high cradle catch a ball accurately</p> <p>To be able to perform an around the side throw and cradle catch a ball accurately</p> <p>To perform simple or complex over arm bowling accurately with consistency.</p> <p>To be able to bat the ball in a variety of ways</p> <p>To be able to create fielding and batting tactics</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p>To be able to create fielding and batting tactics</p>

Michaelmas 1

Being Me in My world

- 1) How do I fit in to the world I live in
- 2) Understanding how identity is affected by a range of factors
- 3) I Understand how peer pressure operates within groups
- 4) I can recognise how I present myself online
- 5) I understand what can influence my behaviour online
- 6) I can maintain positive relationships online and offline

Michaelmas 1

Celebrating Differences

- 1) I understand what prejudice and discrimination are.
- 2) I can challenge my own and others attitudes and values and accept difference in others
- 3) I understand what stereotyping is and the impact it can have in society
- 4) I know what the equality act is and how this affects people from day to day
- 5) I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours
- 6) I understand how respect has an impact on relationships

Lent 2

Dreams and Goals

- 1) I can identify my dreams and goals and recognise that these may change over time.
- 2) I can identify some of the skills that may benefit my future, including employment.
- 3) I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour.
- 4) I can explain how responsible choices enable me to move towards my dreams and goals. I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals.
- 5) I can demonstrate how to respond to a situation requiring first aid. I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals.
- 6) I understand that the choices I make affect my relationships, health and future.

Lent 2

Healthy Me

- 1) I can explain ways to help myself when I feel stressed
- 2) I understand how health can be affected by emotions and know a range of ways to keep myself well and happy. I recognise when I feel stressed, and the triggers associated with this. I understand how physical activity can help combat stress.
- 3) I know about different substances and the effects they have on the body and why some people use them.
- 4) I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind.
- 5) I understand the role of vaccinations and can explain differing views on this.
- 6) I can summarise some key things I can do to sustain my wellbeing.

Summer 1

Relationships

- 1) I can identify characteristics and benefits of positive, strong, supportive, relationships. I understand what expectations might be of having a romantic/ attraction relationship. I understand what is meant by consent.
- 2) I can identify the supportive relationships in my life. I know that relationships change and suggest how to manage this.
- 3) I can identify why people sometimes fall out. I can suggest ways to manage conflict within my friendship group.
- 4) I can understand that discernment is an important skill when being a consumer of media.
- 5) I can recognise when to use assertiveness in some of my relationships. I can understand the personal and legal consequences of sexting. I can understand what it meant by consent.
- 6) I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is

Summer 2

Changing Me

- 1) I can understand the changes that happen during puberty. I understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse. I know where to access help if I am worried or concerned about puberty or abuse.
- 2) I know how a baby is conceived naturally. I know that there are other ways a baby can be conceived e.g. IVF. I understand how a baby develops inside the uterus and is born.
- 3) I know there are different types of committed stable relationships and that some people may choose to have children or not. I can make links between positive, healthy family relationships and effective parenting. I can identify some of the roles and responsibilities of being a parent.
- 4) I know that the media can have a positive or negative impact on a person's self-esteem or body image. I know where to go for help if I am worried about my body image or self-esteem.
- 5) I know some of the changes in my brain during puberty. I understand some of the emotional changes during puberty. I know where to access support if I am worried about adolescence.
- 6) I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes.