

A stylized, light blue illustration of a unicorn's head and neck, facing right. The unicorn has a single, braided horn that curves upwards and to the right. Its mane is depicted with flowing, leaf-like shapes. The background is a dark blue gradient with a large, light blue circular arc behind the unicorn's head. A solid yellow vertical bar is on the far left edge of the page.

Sancton Wood School
Curriculum Overview
2023-24
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

Social Protest Literature

Read: Animal Farm (George Orwell)

Language Assessment: Lang Paper 2, Q4
Evaluation of Persuasion

Literature Assessment: PEAL paragraphs
on theme of power

Skills: Tracing a theme across a whole
text as well as writing using extract;
semantic fields

Summer 1

GCSE Literature: Anthology Poetry

Learning the poetry terminology needed
to approach a poem; learning how to
annotate a poem; learning the 15 poems
in the anthology

Assessment: Test on poetry terms and
skills

Literature Assessment: Analysis of a
poem

Skills: Rhyme and rhythm; sound
techniques; comparison techniques;
imagery; comparative language; analysis;
stanzas; A03 contextual background to
the poets; academic introductions and
conclusions

Summer 2

GCSE Literature: Anthology Poetry

Learning the poetry terminology
needed to approach a poem; learning
how to annotate a poem; learning the 15
poems in the anthology

Literature Assessment: Comparison
of two poems

Skills: Rhyme and rhythm;
sound techniques; comparison
techniques; imagery; comparative
language; analysis; stanzas; A03
contextual background to the poets;
academic introductions and conclusions

Michaelmas 1

Sets 1 and 2 - Higher Tier – AQA

Number

- Working with integers

Data

- Collecting, interpreting and representing data
- Analysing data

Set 3 - Foundation Tier – AQA

Number

- Working with integers

Data

- Collecting, interpreting and representing data

Michaelmas 2

Sets 1 and 2 - Higher Tier – AQA

Number

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

Set 3 - Foundation Tier – AQA

Data

- Analysing data

Number

- Properties of integers

Lent 1

Sets 1 and 2 - Higher Tier – AQA

Algebra

- Basic algebra

Shape

- Properties of polygons and 3D objects
- Angles

Set 3 - Foundation Tier – AQA

Number

- Working with fractions
- Working with decimals

Maths

Lent 2

Sets 1 and 2 - Higher Tier – AQA

Shape

- Perimeter
- Area

Set 3 - Foundation Tier – AQA

Algebra

- Basic algebra

Shape

- Properties of polygons and 3D objects

Summer 1

Sets 1 and 2 - Higher Tier – AQA

Number

- Rounding and estimation
- 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

Biology

Michaelmas 1 + 2

- Introduction to GCSE Science
- **B1**
- Cells
- Microscopes
- Specialised cells
- Assessment

Lent 1 + 2

B2
Differentiation
Cell Division (Mitosis)
Stem Cells
Assessment

Summer 1 + 2

B3
Tissues, Organs, Organ systems

The Digestive system

Enzymes and Digestion

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)

Forces

Forces between objects
and resultant forces
Vectors and scalars
The parallelogram of forces

Motion

Distance-time graphs
Velocity-time graphs
Force and acceleration
Weight and terminal velocity
Forces and elasticity

Lent 1 & 2

Motion continued

Weight and terminal velocity
Forces and elasticity

Conservation and dissipation of energy

Understanding and defining energy
Calculating GPE, KE and EPE
Efficiency, work and wasted energy
Energy in electrical appliances

Summer 1 & 2

Energy transfer by heating

Energy transfer by
conduction, convection and radiation
Heating and insulation

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

Blue Planet

Students will look at the oceans and how it is that we use these. This will focus on the impacts that we are having onto the Oceans.

What are ocean's like?
Why are ocean's important?
How do we use the oceans?
Do we affect the oceans?
How are we impacting the oceans?

Summer 1

Shrinking World

This topic looks into what Globalisation is and how this impacts a range of different people and places, both positively and negatively. This follows on the theme of sustainability.

What is Globalisation?
How do economic sectors link?
Is tourism sustainable?
Is Globalisation good or bad?
What should be done in Daintree?

Summer 2

Frozen Planet

Students will look at how ice has shaped the UK historically. As well as this, it will then look into how we have developed these areas since and the impacts we are having upon them.

What are glaciers?
What landforms are formed by erosion?
What landforms are formed by deposition?
How do we use glacial landscapes?
What conflicts are there?

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

Animal and Monsters

Students will consider how anatomy and posture can help us represent animals in various poses using images to understand an animal body three dimensionally. The cultural use of animals in heraldry and other forms will help to explore how animals represent symbolic human characteristics. Creating shadow puppets will allow them to further this understanding before they develop ideas for a fantasy creature. This creature will be realised three dimensionally building up the body as an armature and then a clay sculpture. These forms may or may not be fired, depending on the processes used.

Lent & Summer 1&2

Design Technology: Hats

Using the subject of hats students will explore Design Technology processes for textiles. Considering the function and decorative potential of hats we will use iterative design to refine ideas. The selected design will then be made into a pattern and assembled in appropriate fabrics using sewing machines. The function of hats as practical and decorative accessories will be explored and the work of several core designers will be considered.

Pattern design and embroidery techniques will be experimented with to personalise and complete the hats.

Lent & Summer 1&2

Surrealism

Students will explore fantasy themes such as dream scenes and M C Escher's impossible geometries to devise images that defy the rules of illusionistic space.

Collaged photographic images will be used to generate ideas and explore breaking the rules of scale, gravity, perspective and so forth.

Students will paint a version of their design as a culmination to their KS3 Art studies.

General Studies

Lent 2

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

FOUNDATION
PROJECT QUALIFICATION

Summer 1

FOUNDATION PROJECT
QUALIFICATION

Summer 2

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

Exploration of Genre and Technique:

Horror
Thriller
Tension
Stage Combat

Michaelmas 2

Stanislavski – Rehearsal Techniques

Using theatre practitioner Stanislavski's method to explore text and develop character..

Lent 1

Practical exploration of theme of 'War'

Students will rehearse scripted scenes, devise their own work and explore Frantic Assembly's unique style of creating theatre.

Lent 2

Rehearsal and preparation for Showcase

Students will work together and collaborate with the rest of the year group to bring their ideas together for live performance.

Summer 1

The Exam by Andy Hamilton

Practical exploration of the play. Developing character, blocking for rehearsal, using stylised techniques to enhance performance. Presenting comedy effectively on stage.

Summer 2

Devising from Stimulus –

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

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

Discussing what you are allowed to do. Explaining what's important to you - morals, ethics and world social issues. Talking about things you buy - ethical shopping; Describing what makes you happy; Translation skills; Using expressions with *avoir*; Using direct object pronouns; Using *si* in complex sentences; Using complex structures.

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; 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/ Tag Rugby

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

Basketball

To further develop skills in:

passing, shooting, footwork,
defending, game play, positions and tactical play in attack and defence

Lent 2

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

Summer 1

Tennis

Developing skills and knowledge in

Serves, different types of shots, footwork, tactical play, sequences and scoring.

Athletics

Performing at Maximal levels

Learning and developing skills in

Running Short and long distance

Jumping, long jump and high jump

Throwing

Shot putt, Javelin

Summer 2

Athletics

Performing at Maximal levels

Learning and developing skills in Running Short and long distance

Jumping, long jump and high jump

Throwing

Shot putt, Javelin

Cricket

To be able to under arm throw and low cradle catch a ball accurately

To be able to over arm throw and high cradle catch a ball accurately

To be able to perform an around the side throw and cradle catch a ball accurately

To perform simple or complex over arm bowling accurately with consistency.

To be able to bat the ball in a variety of ways

To be able to create fielding and batting tactics

To be able to perform in a competition with outstanding sportsmanship

To be able to create fielding and batting tactics

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.