

# YEAR 9 LIFE SKILLS

Theme/ Time	Key Concepts	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge (the way the subject accumulates the knowledge)	Justification/ Hinterland Knowledge (Embellish / Enrich / Cultural Capital)	Assessment
<b>Cycle 1 Relationships</b>	<ul style="list-style-type: none"> <li>-Relationships</li> <li>-Health and Wellbeing</li> <li>-Our society</li> <li>-Responsibilities</li> <li>-Making choices</li> <li>-Identity</li> </ul>	<p>What constitutes a family?</p> <p>What is parental responsibility?</p> <p>What is a respectful relationship?</p> <p>How can I prepare myself for relationships?</p>	<p>Types of family</p> <p>Parental responsibilities (legal)</p> <p>Homophobia, transphobia and sexism</p> <p>Consent and sex</p> <p>Contraception</p> <p>Gangs and the law</p>	<p>Actively listening</p> <p>Debate</p> <p>Reasoning</p> <p>Self-reflection</p> <p>Discussion</p> <p>Teamwork</p> <p>Communication</p> <p>Making decisions</p> <p>Independence</p>	<p>Different types of families and parental responsibilities.</p> <p>Discrimination and relationships including homophobia, transphobia and sexism.</p> <p>Relationships, social media and pornography.</p> <p>Consent, Sex and Intimate relationships.</p> <p>Contraception- choices available and where to go for further guidance.</p> <p>Gangs, grooming and County Lines.</p>	<p>End of cycle assessment:</p> <ul style="list-style-type: none"> <li>-Types of family</li> <li>-Parental responsibilities</li> <li>- Homophobia, transphobia and sexism</li> <li>- Consent and sex</li> <li>-Pornography</li> <li>- Contraception</li> <li>- Gangs and Grooming</li> </ul>
<b>Cycle 2 Living in the Wider World</b>	<ul style="list-style-type: none"> <li>- My future</li> <li>-Making choices</li> <li>- Responsibilities</li> <li>- Our society</li> <li>- Identity</li> </ul>	<p>Which career might be right for me?</p> <p>How can I find out about careers?</p> <p>Which GCSE options should I choose?</p> <p>What are money risks?</p>	<p>Career pathways</p> <p>Employment rights</p> <p>Careers guidance</p> <p>Financial exploitation</p>	<p>Communication</p> <p>Independence</p> <p>Self-reflection</p> <p>Actively listening</p> <p>Discussion</p> <p>Making decisions</p> <p>Independence</p>	<p>Routes into work, training and other vocational and academic opportunities</p> <p>Employment rights and responsibilities</p> <p>Learning strengths, Setting goals and transition to KS4</p> <p>How to identify and explore the options open to you at a decision point (GCSE options choices)</p> <p>Show that you can be positive, flexible and well-prepared for transition into KS4</p> <p>Financial exploitation e.g drug and money mules, online scams</p>	<p>End of cycle assessment:</p> <p>Employment rights and responsibilities</p> <p>Identifying own strengths and setting goals</p> <p>Skills needed for transition</p> <p>Financial exploitation</p> <p>Online scams</p>
<b>Cycle 3 Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>-Health and Wellbeing</li> <li>-Making choices</li> <li>- Responsibilities</li> <li>- Our society</li> <li>- Identity</li> </ul>	<p>What is mental ill health?</p> <p>What impact can social media and advertising have on my mental health?</p> <p>What are drugs?</p>	<p>Mental Health</p> <p>Online Media</p> <p>Social media</p> <p>STIs</p> <p>Drugs</p> <p>FGM</p>	<p>Self-reflection</p> <p>Actively listening</p> <p>Discussion</p> <p>Making decisions</p> <p>Team work</p> <p>Communication</p> <p>Independence</p>	<p>Mental Health- anxiety and depression, including stigmas and misconceptions</p> <p>Healthy/ unhealthy coping strategies- impact of advertising and social media- real life case studies</p> <p>STIs</p> <p>Online Dangers- Gambling, appropriate content, advertising, extreme views and reporting platforms</p> <p>Drugs (including prescription drugs) the dangers and law relating to supply and possession</p> <p>FGM</p>	<p>End of cycle assessment:</p> <ul style="list-style-type: none"> <li>-Mental Health</li> <li>- Advertising and social media</li> <li>-STIs</li> <li>-Online dangers</li> <li>-Drugs</li> <li>-FGM</li> </ul>

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