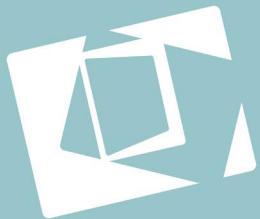
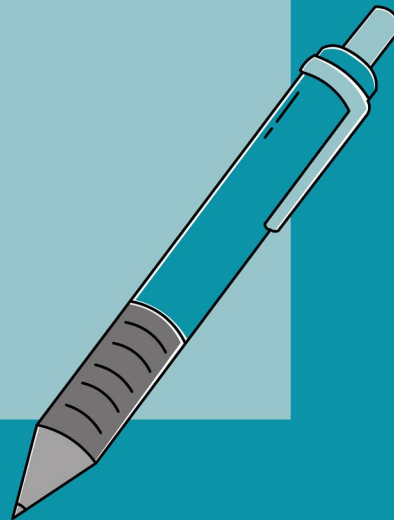


# SUBJECT CURRICULUM OVERVIEW

Aspire Year 9 overview



Manchester  
Communication  
Academy



# Overview

Year 9	Autumn	Autumn
<b>Topic name</b>	<b>Life Beyond School – Essential Life Skills</b>	<b>Health and Wellbeing – Body Confidence</b>
<b>Declarative Knowledge</b>	<p><b>Failure to Success:</b> To know what links there are between success and failure. To know what motivates people to achieve incredible things. To know the importance of resilience and learning from mistakes and failures.</p> <p><b>First Aid:</b> To know what an emergency is. To know what first aid and equipment is available and where.</p> <p><b>Happiness:</b> To know what happiness might mean to different people.</p> <p><b>Anger:</b> To know what the science behind why someone gets angry.</p> <p><b>Money:</b> To know what ATMs, Safe Deposit Boxes, Online Banking, Debit Cards, Vaults and branches are. To know what the importance is on saving money and the methods of storing this is. To know what are essential and non-essential expenditures.</p> <p><b>Employment and Financial Management:</b> To know what financial capacity and financial competence means.</p>	<p><b>Self Esteem:</b> To know what the difference is between high and low self-esteem To know what range of ways to manage my own self-esteem are.</p> <p><b>Body Confidence – Penis:</b> To know what the parts are of the male reproductive system. To know what the make-up of a sperm cell is.</p> <p><b>Body Confidence – Vulva:</b> To know what the difference is between a vulva and a vagina. To know what the parts of a female reproductive system are. To know what cervical screening is.</p> <p><b>Bullying:</b> To know what HBT bullying is. To know what the devastating impact HBT bullying has on society.</p> <p><b>Grief:</b> To know what grief is. To know what the range of emotions people may feel when grieving.</p> <p><b>Body Images, Media and Airbrushing:</b> To know what it means to be body positive and body neutral. To know what the links between airbrushing and photo editing and self-esteem.</p> <p><b>Cancer Prevention:</b> To know what some of the latest research on cancer prevention.</p>

	<p><b>Social Media and Stress:</b> To know what the link is between mental health and social media usage.</p>	
<p><b>Procedural knowledge</b></p>	<p><b>First Aid:</b> To know how to perform CPR, the use of defibrillators and basic treatment for common injuries/choking. To know how to put someone in the recovery positions and when to contact the emergency services.</p> <p><b>Happiness:</b> To know how to explore our own feelings and emotions. How to identify if happiness truly exists.</p> <p><b>Anger:</b> To know how our thoughts and feelings can impact what we do and day. To know how to deal with and manage anger.</p> <p><b>Employment and Financial Management:</b> To know how important budgeting throughout life can be. To know how to calculate personal income tax.</p> <p><b>Social Media and Stress:</b> How to use coping strategies to manage online stress. To know how social media sometimes does not reflect real life.</p>	<p><b>Self Esteem:</b> To know how things influence someone's self-esteem</p> <p><b>Body Confidence – Penis:</b> To know how testosterone impacts the body.</p> <p><b>Bullying:</b> To know how schools and charities are helping to tackle HBT bullying.</p> <p><b>Grief:</b> To know how I could try to help support someone who is grieving.</p> <p><b>Body Images, Media and Airbrushing:</b> To know how unrealistic the images I see in the media are.</p> <p><b>Cancer Prevention:</b> To know how to make healthy choices in my lifestyle. To know how diet, stress and life situations impact on physical health.</p>

<b>Assessment/Outcomes</b>	Confidence Checkers to measure progress weekly in lessons. Scenario Application weekly- Written responses.	Confidence Checkers to measure progress weekly in lessons. Scenario Application weekly- Written responses.
<b>Prior knowledge</b>	<p>Primary PSHE Statutory Guidance:</p> <p>Year 7 - Managing Change:</p> <p>Trust – I know what a Definition of trust is. I know how and why trust is important for society to flourish</p> <p>Transitions – I know what a Definition of transition is. I know what key transition points in our lives are. I know what typical feelings are experienced during transition and why they occur. I know what a definition of resilience is.</p>	<p>Year 8 – Physical Health and Mental Wellbeing:</p> <p>Health and Wellbeing: To know what the various definitions are for Health and Wellbeing. To know what healthy and unhealthy habits people have. To know how to improve my own wellbeing.</p> <p>Mental Health: To know what mental health is. To know what a range of mental health symptoms are. To know how to look after my own mental health and wellbeing.</p> <p>Positive Body Image: ] To know what the term body image is.</p>

	<p><b>Community –</b> I know what a Definition of community is and multicultural society. I know what qualities of a cohesive community are. I know what the benefits of multicultural societies are and how communities live harmoniously together.</p> <p><b>Sleep –</b> I know what qualities of effective sleep are and techniques of how to achieve effective sleep.</p> <p><b>Year 8 - Proud to be Me</b> Proud to be Me: Year 8 Autumn 1</p> <p><b>Employability Skills –</b> I know how to work effectively as part of a team. I know what the 10 different job sectors are</p> <p><b>Self Esteem –</b> I know what a definition and evaluate what self-love is. I know how this impacts someone's life and ways to boost self-esteem. I know how negative self-talk impacts self esteem.</p> <p><b>Careers –</b> I know how interests can shape career options and KS4 options. I know what is the Labour Market Information I know how realistic is this for my career choice?</p>	<p><b>To know what pressures social media places on body image.</b> <b>To know how to raise my own self-esteem and that of others</b></p> <p><b>Child Abuse:</b> <b>To know what are the different forms of child abuse.</b> <b>To know what the importance is of consent and boundaries.</b> <b>To know how to access support and help regarding abuse.</b></p> <p><b>Types of Bullying:</b> <b>To know what the impact of bullying and banter has on a person.</b> <b>To know what different types of bullying are.</b> <b>To know how I should treat other people.</b></p> <p><b>Healthy Eating and Cholesterol:</b> <b>To know what a balanced diet consists of.</b> <b>To know what the difference is between good and bad cholesterol.</b> <b>To know how to substitute unhealthy snacks with healthy snacks.</b></p> <p><b>Stress Management:</b> <b>To know what causes stress.</b> <b>To know what long term impacts of stress on the body and mind.</b> <b>To know how to try to relieve stress in a range of ways.</b></p>
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<p><b>Future learning</b></p>	<p>Rights and Responsibilities: Year 10 Autumn 1</p> <ul style="list-style-type: none"> <li>● Instagram Generation</li> <li>● Targeting Advertising</li> <li>● Marriage – What is it?</li> <li>● Rights and Responsibilities</li> <li>● Consumer Rights</li> <li>● Employment Rights</li> <li>● Exploring a Pay Check</li> </ul>	<p>Health and Wellbeing: Year 10 Autumn 2</p> <ul style="list-style-type: none"> <li>● CSE</li> <li>● Screen Time and Safe Mobile Phone use</li> <li>● Mental health</li> <li>● Self-Harm</li> <li>● Suicidal Thoughts and Support</li> <li>● Promoting Emotional Wellbeing</li> </ul>
<p><b>Why is this being studied?</b></p>	<p>Statutory Guidance          Keeping Children Safe in Education          Demographic knowledge support.</p>	<p>Statutory Guidance          Keeping Children Safe in Education          Relationship and Sex Education          Demographic knowledge support.</p>

# Spring

Year 9	Spring	Spring
<b>Topic name</b>	<b>Combatting Extremism and Terrorism</b>	<b>Legal and Illegal Drugs</b>
<b>Declarative Knowledge</b>	<p><b>Conspiracy Theories:</b> To know what a conspiracy theory is.</p> <p><b>Extremism:</b> To know what the terms extremism, terrorism and radicalisation mean. To know what the different types of extremism are.</p> <p><b>Terrorism:</b> To know what the iceberg analogy of terrorism is. To know what the current terror threat to the UK and explore recent acts of terrorism,</p> <p><b>Proud to be British:</b> To know what some of the dangers young people should be aware of and how to protect against them.</p> <p><b>Radicalisation Process:</b> To know the different methods used by extremist groups to spread their ideologies. To know what can be done to prevent others and myself from being susceptible to radicalisation.</p> <p><b>Counter Terrorism:</b> To know what the best way to fight extremism and the ideologies spread by extremist groups.</p> <p><b>Anti-Semitism:</b> To know what the term Zionism and Anti-Semitism mean. To know what members of parliament are anti-Semitic?</p>	<p><b>Introduction to Drugs:</b> To know what drugs are and understand the different forms it can take. To know what the impact drug use is having on society.</p> <p><b>Addictions:</b> To know what the term substance addition is. To know what the different types of addictions that people have are.</p> <p><b>Cannabis Products:</b> To know what the different forms and street names given to cannabis. To know what others views are whether cannabis should be legalised in the UK.</p> <p><b>Drugs Classifications:</b> To know what the different classification of drugs there are. To know what the legal classification of 36 drugs are. To know what key aspects of the UK drugs policy.</p> <p><b>Party Drugs:</b> To know what ways 'party' drugs effect users and can put them in a very dangerous situation. To know what a range of illegal drugs are.</p> <p><b>Illegal Drugs:</b> To know what a variety of Class A and Class B drugs are and the impact these have on society. To know what the physical and mental impacts these drugs have on the user.</p> <p><b>Volatile Substance Abuse:</b></p>

		<p>To know what Volatile substance abuse is. To know what the short term, long term and chronic effects of VSA are.</p>
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<p><b>Procedural knowledge</b></p>	<p><b>Conspiracy Theories:</b> To know how conspiracy theories and extremist narratives are interlinked. To know how theories can be damaging to society.</p> <p><b>Extremism:</b> To know how extremist views can lead to acts of terrorism.</p> <p><b>Terrorism:</b> To know how people may choose to commit an act of terrorism</p> <p><b>Proud to be British:</b> To know how being British is still a positive identity for young people today. To understand how supporting British Values can help combat extremism.</p> <p><b>Radicalisation Process:</b> To know how the radicalisation process works.</p> <p><b>Counter Terrorism:</b> To know how counter terrorism works in the UK and the Prevent Duty. To know how to respond in a terrorist situation.</p> <p><b>Anti-Semitism:</b> To know how Jews have been persecuted into Europe over hundreds of years.</p>	<p><b>Introduction to Drugs:</b> To know why people come to the point of using drugs.</p> <p><b>Addictions:</b> To know how sugar is more addictive than cocaine.</p> <p><b>Cannabis Products:</b> To know how and why some people choose to take cannabis.</p> <p><b>Party Drugs:</b> To know how gangs and drugs are linked.</p> <p><b>Illegal Drugs:</b> To know how to access help and support those who use drugs as a coping mechanism or addicted to drugs.</p> <p><b>Volatile Substance Abuse:</b> To know how VSA affects an individual, society, and help and support for those who abuse it.</p>
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<p><b>Assessment/Outcomes</b></p>	<p>Confidence Checkers to measure progress weekly in lessons. Scenario Application weekly- Written responses.</p>	<p>Confidence Checkers to measure progress weekly in lessons. Scenario Application weekly- Written responses.</p>
<p><b>Prior knowledge</b></p>	<p>Year 8 – Rights, Responsibilities and British Values – Law, Crime and Society</p> <p><b>Desert Island Law and Rules:</b> To know what the qualities are needed to be a leader. To know how to make difficult decisions. To know how to work well in a team.</p> <p><b>Building a Community:</b> To know what makes a good community. To know what prejudice and discrimination mean. To know how not to stereotype and pre-judge people.</p> <p><b>Criminal Law and Society:</b> To know what the age of criminal responsibility in the UK and other countries. To know what legal rights and the rule of law is. To know how the criminal justice system treats young offenders.</p> <p><b>Law Making in Society:</b> To know what recent laws changed in the UK. To know how society needs laws. To know how a bill becomes a law in the UK.</p> <p><b>Prison Reform and Punishment:</b></p>	<p>Year 8 – Dangerous Society On and Offline:</p> <p><b>County Lines:</b> To know what county lines is and some of the terminology used. To know how to reach out for help if I feel threatened by County lines gangs. To know how county line gangs operate and the dangers of getting involved.</p> <p><b>County Lines – Who at Risk?</b> To know what the signs are when a friend is involved with County lines. To know how gangs make people feel trapped. To know what the groups of people in County lines gangs target and why.</p> <p><b>Substance Misuse:</b> To know what substance misuse and substance dependency is. To know what range of factors may lead someone to engage in drugs abuse. To know how drugs impact the body.</p> <p><b>Cyber Bullying and Trolling:</b> To know what trolling, cyber bullying and harassment are. To know how online behaviours can impact my mental health and wellbeing. To know how to prevent and respond to cyber bullying.</p> <p><b>Grooming:</b></p>

	<p>To know what a wide range of punishments are used in the UK Criminal Justice System.          To know what theories are behind punishments.          To know the arguments for and against the use of prisons.</p>	<p>To know what online grooming is and how people may try to gain my trust in order to abuse it.          To know how to create a fake profile online.          To know how to report online issues and to seek further advice and support</p> <p>Drugs and Alcohol – Staying Safe:          To know how alcohol strength is measured          To know what binge drinking is when I see it.          To know what the consequences of consuming alcohol are.</p> <p>Child Exploitation and Online Protection:          To know what child sexual exploitation is.          To know what to do to reduce the risks associated with being online          To know how to offer good advice to a friend having trouble online.</p>
<p><b>Future learning</b></p>	<p>Exploring British Values: Year 10          Spring 1:</p> <ul style="list-style-type: none"> <li>• Critical Thinking and Fake News</li> <li>• What is a cult?</li> <li>• Exploring Britishness and British Values</li> <li>• LGBT Rights and British Values</li> <li>• Human Rights</li> <li>• Exploring Human Rights</li> <li>• Radicalisation</li> </ul>	<p>Health and Wellbeing: Year 10          Spring 2</p> <ul style="list-style-type: none"> <li>• Honoured Based Violence</li> <li>• Forced Marriage</li> <li>• Online Gambling</li> <li>• Modern Day Slavery</li> <li>• Preventing Knife Crime</li> </ul>

<b>Why is this being studied?</b>	Statutory Guidance Keeping Children Safe in Education Relationship and Sex Education Demographic knowledge support.	Statutory Guidance Keeping Children Safe in Education Relationship and Sex Education Demographic knowledge support.
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## Summer

Year 9	Summer	Summer
<b>Topic name</b>	Sex, The Law and Consent	Contraception and STI's
<b>Declarative Knowledge</b>	<p><b>Sexual Consent and the Law:</b> To know the legal definition of consent and the law surrounding it. To know the practicalities of consent and the importance of it.</p> <p><b>FGM and the Law:</b> To know the law are regarding FGM in the UK. To know what the dangers are associated with FGM.</p> <p><b>Delaying Sexual Activity:</b> To know what the benefits of delaying sexual activity are.</p> <p><b>Why have sex:</b> To know what considerations to be taken before making a relationship sexual. To know the positive and negative reasons to have sex.</p>	<p><b>STI's:</b> To know what the key symptoms and risks associated with a variety of different STI's.</p> <p><b>Contraception Available:</b> To know what contraception is and how it works for different people. To know what the laws are around sex.</p> <p><b>Condom's:</b> To know what three obstacles are to condom use.</p> <p><b>Contraception Explored further:</b> To know what the block, suppress and disable methods to reducing the risk of pregnancy are.</p>

	<p>To know the consequences are of making a relationship sexual.</p> <p><b>Relationships and Partners:</b> To know the qualities to look for in a potential partner. To know the positive and negative behaviours are in a relationship.</p> <p><b>Pleasure and Masturbation:</b> To know what pleasure, masturbation and sexual activities are. To know what the benefits and risks are associated with masturbation.</p> <p><b>What are STI's:</b> To know what five common STI's are. To know what sexual behaviours put people are high, low and no risk of STI's.</p>	<p>To know what forms of contraception's protect against pregnancy, STI or both. To know what thrush is and the common symptoms of it in men and women.</p> <p><b>Sexual Harassment and Stalking:</b> To know what stalking and harassment is. To know what the difference is between flirting and harassment.</p> <p><b>HIV and Aids:</b> To know what the term HIV and Aids is.</p> <p><b>Aids and Prejudice and Discrimination:</b> To know what the history of HIV and Aids is and the advances of HIV treatment and prevention.</p>
<p><b>Procedural knowledge</b></p>	<p><b>Sexual Consent and the Law:</b> To know how consequences come about of sexual activity with no consent.</p> <p><b>FGM and the Law:</b> To know how to seek help and support with FGM.</p> <p><b>Delaying Sexual Activity:</b> To know how to be assertive and deal with undue pressure. To know how you do not have to do anything you do not want to and consent and respect for each other should be paramount in any relationship.</p> <p><b>Relationships and Partners:</b> To know how to deal with harmful behaviours. To know how to get help and support if relationships exhibit harmful behaviours.</p> <p><b>Pleasure and Masturbation:</b> To know how risks associated with different sexual activities and mitigate those that are high.</p> <p><b>What are STI's:</b></p>	<p><b>STI's:</b> To know how to reduce the risk of STI's and unplanned pregnancies. To know how important sexual health clinics and why young people after unprotected sex should always get themselves checked how.</p> <p><b>Contraception Available:</b> To know how a variety of different forms of contraception work and protect against pregnancies, STI; s or both. To know how to access local health and support services.</p> <p><b>Condom's:</b> To know how to use a condom correctly (using a demonstrator) To know how obstacles around condom use can be overcome.</p> <p><b>Sexual Harassment and Stalking:</b> To know how the law responds to stalking and harassment.</p> <p><b>HIV and Aids:</b> To know how HIV can be transmitted and how to reduce the risk of this. To know how to access support and the importance of International Aids Day.</p>

	<p>To know how STI's are transmitted.</p>	<p>Aids and Prejudice and Discrimination: To know how the cycle of prejudice and discrimination towards HIV and Aids suffers can be broken.</p>
<p><b>Assessment/Outcomes</b></p>	<p>Confidence Checkers to measure progress weekly in lessons. Scenario Application weekly- Written responses.</p>	<p>Confidence Checkers to measure progress weekly in lessons. Scenario Application weekly- Written responses.</p>
<p><b>Prior knowledge</b></p>	<p>Identity Relationships &amp; Sex Education Summer 1: Year 8</p> <p>Introduction to Relationship and Sex Education: To know what the core aims of RSE in secondary schools are. To know what a healthy relationship might look like. To know how physical touch may be different in a sexual relationship to any other relationship.</p> <p>Being Yourself and Self Love To know what self-love really is. To know how self love is so important and good for you.</p> <p>To know how society has evolved to minimise self-love.</p>	<p>Content taught in Year 8 Summer 1 - Identity Relationships &amp; Sex Education as shown to the left. Content continued from Summer 1 – Year 9 Procedural and Declarative Knowledge boxes.</p>

**Healthy Relationships:**

To know what characteristics are of healthy and unhealthy relationships.

To know what the potential impacts of power differences such as age, status or position within relationships.

**What is Love:**

To know what the term love is and understand that it comes in many different forms.

To know what the meaning of love between a couple and the expectation that form a positive romantic relationship.

**Dealing with Conflict:**

To know what the different areas of life where conflict may occur.

To know what the cause of conflict can be and learn a range of conflict resolution methods.

To know how feeling may vary between people in the same situation

**Periods and Menstrual Cycle:**

To know what the menstrual cycle is and its role in human reproduction.

To know what the role of hormones in the regulation of the body has function.

To know how and why feminine protection is so absorbent and effective.

**Introduction to Contraception:**

To know what the term abstinence is.

To know what the three ways of reducing the risk of pregnancy are.

To know what a wide range of contraceptive methods are.

**Sexual Orientation:**

	<p>To know what the many different key terms and concepts that can be used.</p> <p>To know what damaging impact homophobic language has on people.</p> <p>To know how to challenge LGBTQ+ prejudices and stereotypes.</p>	
<p><b>Future learning</b></p>	<p>Exploring Relationships and Sexual Education:</p> <p>Year 10 – Summer 2</p> <ul style="list-style-type: none"> <li>• Campaigning against FGM</li> <li>• Sexting</li> <li>• Porn (Society and Relationships).</li> <li>• Domestic Abuse and Violence</li> <li>• Sexual Violence – Assault and Rape</li> <li>• Sexualisation of the Media.</li> </ul>	<p>Exploring Relationships and Sexual Education:</p> <p>Year 10 – Summer 2</p> <ul style="list-style-type: none"> <li>• Campaigning against FGM</li> <li>• Sexting</li> <li>• Porn (Society and Relationships).</li> <li>• Domestic Abuse and Violence</li> <li>• Sexual Violence – Assault and Rape</li> <li>• Sexualisation of the Media.</li> </ul>
<p><b>Why is this being studied?</b></p>	<p>Statutory Guidance          Keeping Children Safe in Education          Demographic knowledge support.</p>	<p>Statutory Guidance          Keeping Children Safe in Education          Demographic knowledge support.</p>