



	<b>Topics</b> Themes and concepts that are covered in each unit	<b>Declarative Knowledge –</b> Key learning that students MUST remember (Factual and conceptual knowledge, links to prior learning?) Highlight threshold and core concepts.	<b>Cognitive Skills</b> Cognitive processing of key knowledge (e.g. Recalling, Understanding, Applying, Comparing, Analysing, Evaluating, Creating)
Year 9	<b>Healthy lifestyle/emotional wellbeing</b>	<ul style="list-style-type: none"> <li>change and how to deal with challenges arising from change</li> <li>the relationship between physical and mental health</li> <li>balancing work, leisure, exercise and sleep</li> <li>make independent health choices</li> <li>take increasing responsibility for our own health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>identifying expected and unexpected changes</li> <li>understanding the effect that change can have? (e.g. on friendships, mood, routines, confidence etc.)</li> <li>knowing strategies to manage change and where to seek support</li> <li>Exploring the links between mental and physical health</li> <li>Comparing the differences of mental and physical health</li> <li>Finding strategies for support</li> <li>Creating personal responsibility for health</li> <li>Understanding the impact physical health has on mental health</li> </ul>
	<b>Setting goals</b>	<ul style="list-style-type: none"> <li>proactivity, aiming high and how these are linked</li> <li>how to set goals</li> <li>how to use SMART targets effectively and persist when setting targets</li> </ul>	<ul style="list-style-type: none"> <li>Identifying opportunities to aim high in their everyday lives</li> <li>Understanding the difference between being proactive and reactive</li> <li>Recognising how being proactive can help them aim high and achieve their goals</li> <li>Identify the smaller steps and strategies they need to take to work towards a larger goal</li> <li>Explain what the SMART acronym stands for and how this strategy can be used to make goals attainable</li> <li>Describe how developing the right attitude can help reach goals</li> </ul>
	<b>Intimate relationships</b>	<ul style="list-style-type: none"> <li>About the potentially harmful impact of increasing sexualisation in the media</li> <li>about myths and misconceptions relating to consent</li> <li>about the continuous right to withdraw consent and capacity to consent</li> <li>how the portrayal of relationships in the media and pornography might affect expectations</li> </ul>	<ul style="list-style-type: none"> <li>Explain what it means for media content to be sexualised</li> <li>Evaluate the ways in which watching sexualised and violent content can be harmful to individuals and society</li> <li>Suggest recommendations for selecting appropriate viewing content</li> <li>explain what is meant by ‘consent’, and what this means within healthy relationships</li> <li>explain some consequences of someone not receiving consent for sexual behaviour within a relationship</li> <li>describe how and from where to access support, and how to support a friend who may be experiencing abuse</li> </ul>
	<b>Relationship Changes</b>	<ul style="list-style-type: none"> <li>key rights of children and young people under the United Nations Convention on the Rights of the Child (‘The UNCRC’) and how some of these rights are protected in the UK e.g. under the Equalities Act 2010</li> <li>Ways that young people are acting to solve problems and contribute to society</li> <li>Children and young people’s rights to information, consultation and (if needed) representation if parents separate under Article 12 of the United Nations Convention on the Rights of the Child (‘The UNCRC’) (including sources of support and how to access them).</li> <li>An understanding of the legal system in England and Wales relating to relationship breakdown</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Explain the 4 guiding principles of the UNCRC</li> <li>Explain some of the key Articles of the UNCRC and the UK legislation protecting some of these rights</li> <li>Analyse how young activists are able to ‘get their voices heard’</li> <li>Explain young people’s rights under Article 12, UNCRC when parents separate</li> <li>Describe the range of emotions that young people may feel when parents separate</li> <li>Identify ways in which young people can be consulted if parents separate</li> <li>Identify sources of support for these young people and explain how to access them</li> <li>Explain the changes to the law relating to divorce and key differences between rights of married and unmarried couples on relationship breakdown in England and Wales</li> </ul>
	<b>Conflict</b>	<ul style="list-style-type: none"> <li>Conflict – what it is (differing views)</li> <li>positive and negative impacts of conflict</li> <li>how conflict arises and affects people</li> </ul>	<ul style="list-style-type: none"> <li>Define conflict</li> <li>explain views on its negative and positive impacts.</li> <li>Describe a simple model of how the brain functions during conflict.</li> <li>Describe at least 3 strategies that have the effect of calming down the brain’s fight or flight responses thereby reducing feelings of anger and fear.</li> </ul>

**Diversity, Extremism and  
Radicalisation**

- Individual beliefs – actions and impact
- community cohesion
- violent extremism differs vs. legitimate protest and dissent
- ways to respond to worrying behaviours
- the ways people can be drawn into extremist groups

- explain the importance of respecting diversity
- assess the impact of media, social media and actions on people's attitudes around diversity
- distinguish violent extremism from legitimate behaviours in a democracy
- demonstrate the ability to advise someone who is worried about another's behaviour
- identify behaviours which contribute to community efforts to reduce the risk of violent extremism
- identify and explain techniques used to engage someone with an extremist group
- explain ways to respond if someone may be being radicalised