

## WELL-BEING Year 9 Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Ethos Links	<u>Milton Keynes</u> – Looking at the gang culture within Milton Keynes (MK8, MK5 etc) <u>Character</u> – Developing aspects of Respect, Responsibility, Kindness	<u>STEM</u> – Investigating STEM related Jobs <u>Character</u> – Developing aspects of Respect, Responsibility, Kindness <u>Sustainability</u> – Environmental impacts of jobs/careers	<u>Character</u> – Developing aspects of Respect, Responsibility, Kindness	<u>Milton Keynes</u> – Understanding different facilities available in MK <u>Character</u> – Developing aspects of Respect, Responsibility, Kindness	<u>Character</u> – Developing aspects of Respect, Responsibility, Kindness	<u>Character</u> – Developing aspects of Respect, Responsibility, Kindness
Learning End Points	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation What is exploitation What is exploitation within gang culture? By the end of this unit students will know and understand: ➤ How to distinguish	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process How will my options effect my future? By the end of this unit students will know and understand: ➤ About transferable skills, abilities and interests.	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes <i>How can conflicts</i> <i>arise in relationships</i> <i>and what are some</i> <i>strategies for conflict</i> <i>resolution?</i> By the end of this unit students will know and understand:	<ul> <li>Healthy lifestyle</li> <li>Diet, exercise,</li> <li>lifestyle balance and</li> <li>healthy choices, and</li> <li>first aid</li> <li>How does diet and</li> <li>exercise create a</li> <li>healthy lifestyle?</li> <li>By the end of this</li> <li>unit students will</li> <li>know and</li> <li>understand:</li> <li>➤ About the</li> <li>relationship</li> <li>between</li> </ul>	Intimate relationshipsRelationshipsRelationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornographyWhat is consent?By the end of this unit students will know and understand:> About readiness for sexual	<ul> <li>Employability skills</li> <li>How does our online presence affect our employability?</li> <li>By the end of this unit students will know and understand:</li> <li>What is meant by online reputation.</li> <li>How to manage the stress that may result from excessive use of social media.</li> <li>Know from whom to get help and</li> </ul>

 between healthy	> How to	۶	About different		physical and		activity, the		advice about online
and unhealthy	demonstrate		types of families	~	mental health.		choice to delay	~	stress.
friendships.	<ul><li>strengths.</li><li>About different</li></ul>		and parenting,		About balancing		sex, or enjoy		Risks and benefits
How to assess risk			including single		work, leisure,		intimacy without		to sharing material
and manage	types of		parents, same sex		exercise and		sex. About myths and		online that an
influences,	employment and		parents, blended	~	sleep.		•		employer, client or
including online.	career pathways.		families, adoption		How to make		misconceptions		organisation may
About 'group think' and how it	How to manage facilities relating	7	and fostering.		informed healthy		relating to		be able to see.
	feelings relating		About positive	1	eating choices.	~	consent.		Know how to
affects behaviour.	to future		relationships in	$\triangleright$	How to manage influences on	$\wedge$	About the		identify
How to recognise	employment.		the home and				continuous right		opportunities for
passive,	How to work		ways to reduce	~	body image.		to withdraw		cultivating careers
aggressive and	towards		homelessness		To make		consent and		opportunities
assertive	aspirations and		amongst young		independent		capacity to		online and
behaviour, and	set meaningful,	7	people.	~	health choices. To take	~	consent.		associated
how to	realistic goals for the future.		About conflict and its causes in	$\triangleright$			About STIs, effective use of		challenges.
communicate	<ul> <li>About GCSE and</li> </ul>		different		increased		condoms and		
assertively. ➤ How to manage					responsibility for				
0	<ul><li>post-16 options.</li><li>Skills for decision</li></ul>		contexts, e.g. with family and		physical health,		negotiating safer		
risk in relation to			friends.		including testicular self-		sex. About the		
<ul><li>gangs.</li><li>About the legal</li></ul>	making.		Conflict		examination.		consequences of		
and physical risks			resolution		examination.		unprotected sex,		
of carrying a							including		
knife.		Ν	strategies. How to manage				•		
<ul><li>About positive</li></ul>			relationship and				pregnancy. How the		
social norms in			family changes,				portrayal of		
relation to drug			including				relationships in		
and alcohol use.			relationship				the media and		
<ul> <li>About legal and</li> </ul>			breakdown,				pornography		
health risks in			separation and				might affect		
relation to drug			divorce.				expectations.		
and alcohol use,			How to access				How to assess		
including		-	support services.				and manage		
addiction and			support services.				risks of sending,		
dependence.							sharing or		
uependence.							passing on		
							sexual images.		
		1					servai illiages.		

					How to secure personal information online.	
Key Vocabulary	Friendships Influence Communicatio n Drugs Legal and illegal	Transferable skills Career Pathways Employment Future goals Decision making	Parenting Family Separation and divorce Conflict resolution Prescription	Physical and mental health Healthy eating Body image Communicati on Self care	Sex and intimacy Personal information Consent Pressure Pregnancy	Career Opportunities Online presence Strengths Impact