

GREAT Lives: Year 9

Year 9		HT1	HT2	HT3	HT4	HT5	HT6
GREAT Lives	Topic	Learning to learn- Growth Mind Set	Global issues and human rights	Financial Management & Options	Drugs Education - Alcohol and Drugs	RSE – Contraception	Youth Cultures – Dealing with Conflict
	Why this and why now?	Ensure that students are prepared to Year 9 learning, as part of the transition to KS4, which will include key CEIAG planning during the spring term.	An opportunity to apply their newly acquired growth mindset skills to global issues but also ties into global awareness days, such as International Day of Tolerance, World Children’s Day, International Day of Commemoration and Dignity of the Victims of the Crime of Genocide and to prevent this crime and Human Rights Day. Will also support Year 9 students with the Holocaust unit study in History later in the year.	To prepare students for their KS4 option choices students explore how to achieve and maintain financial independence, which is often determined by career pathways and subsequently the type and quality of qualification achieved. Option choices explored during the option choices so this unit reinforces the importance of their decision making on their futures.	Research suggests that students in Year 9 will drink alcohol/take drugs for the first time, and therefore it is important to educate students to understand not only the laws around alcohol and drugs, but the social issues linked to them and how and why they need to be able to make responsible choices and action.	Students build on the social issues that they have been looking at during HT4 as part of preparing students to be ‘responsible citizens’	Students will soon be spending six weeks out of the school environment and as 14-year olds will be given more freedom than ever and need to understand that with that right to independence comes responsibility to their families and society to stay safe and look out for their well being and that of others. This unit builds on the social issues from the previous half terms, as alcohol, drugs and sex often create conflict.
	What is the essential knowledge that needs to be remembered?	Growth Mind set and what attributes contribute to a growth mind set compare to a fixed mindset.	What human rights are and provide examples of them, organisations that have been set up to defend them and case studies of how human rights have been ignored and abused.	The range and types of qualifications that can be pursued at Key Stage 4, and how these can impact on Further and Higher Education. (apprenticeships, vocational and academic pathways). Students to know that budgeting, financial data, online security etc. along with qualifications lead to financial independence.	The laws about drinking and drugs and the impacts they have, know how to be responsible with their choices both now and in the future. Students should be able to recognise what is and what is not sensible drinking and which drugs are legal/illegal.	Knowing what constitutes a healthy relationship, the different types of contraceptives are available to have safe sex, the consequences of unsafe sex and how to seek advice.	What child criminal exploitation is, how it happens and what signs to look out for to be able to spot that it is occurring. To understand how this can also occur online and how the media can increase vulnerabilities.

What is the assessment intent and how will you assess?	Formative RAG at the end of each lesson to ensure their self-awareness as a learner, as well as opportunities for assessment for learning during sessions.	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions
What should the end point look like?	Understand the importance of resilience, hard work and learning from mistakes (FAIL to SAIL), can provide examples and know how to apply these attributes to their own lives.	Develop an interest in the importance of 'participating in volunteering' and forms of 'responsible activity' so they value all human rights and the need to defend them and how to take informed action	Students can plan for their future financial needs, make sound financial decisions and investigate suitable career pathways to be responsible citizens	Students to weigh up evidence, debate and make reasoned arguments about drinks and drugs and their wider responsibility to society with regards to these issues.	Students to be able to weigh up evidence critically around sex and relationships, know the laws around sex and types of contraception to be responsible as young people and as future citizens.	Students will be able to think critically and responsibly about the social circumstances that they find themselves or others in and how to avoid being vulnerable or exploited and know how to find support and help if at risk. Students should know what this risk looks like and be proactive in avoiding it.
How does it cover the NC?	Play a 'full and active role', 'think critically' PSHE- Health and Well Being, Choices- H1, H2, H9,	To value 'the precious liberties enjoyed by the citizens of the UK', how 'public institutions and voluntary groups' and 'citizens work together' to improve communities through 'informed action' PSHE- Living in the Wider World- L26,	'The function and uses of money, the importance and practice of budgeting, and manage risk' and 'develop research skills' PSHE- Work and Careers, Aspirations, Choices and Pathways, financial management- L2, L3, L7, L8, L9, L15, L16	To show 'forms of responsible activity' that they 'will take with them to adulthood' PSHE- Risk Management, Choices and Influences, Health and Well-being- H23, H24, H25, H26, H27, H28,	To show 'forms of responsible activity' that they 'will take with them to adulthood' and 'the nature of rules and laws'. PSHE- Risk Management, Choices and Influences, RSE, Living in the Wider World, Health and Well Being- H35, H36,	To show 'forms of responsible activity' that they 'will take with them to adulthood' and 'the nature of rules and laws' PSHE- Risk Management, Choices and Influences. Living in the Wider World – R2, R7, R9, R10, R13, R14, R17, R20, R24, R25, R37, R42, R43, R44, R45, R46