

| WMA - Learning for Life | | | | | | |
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| Curriculum Plan – Y9 | | | | | | |
| | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| Topic Title | Child exploitation | Mental health | Careers | Relationships | Health and wellbeing | Financial decision making |
| Topic Overview: Students will be able to... | Students will be able to confidently explain what child criminal and child sexual exploitation is and how young people are recruited/groomed. | Students will be able to recognise healthy and unhealthy coping strategies and know how to promote their own emotional wellbeing. | Students will be able to make good decisions regarding their KS4 choices. | Students will be able to recognise the difference between healthy and unhealthy relationships and be able to manage conflict within a relationship. | Students will be able to assess the effects of and associated risks of alcohol and cannabis use. | Students will be able to differentiate between various borrowing products and recognise online scams. |
| Prior Learning: Pupils are already able to... | Students should already know <ul style="list-style-type: none"> that county lines involves gangs that county lines is about the selling of drugs some of the signs that someone is being exploited. that sexual exploitation involves being forced into sexual activity. what is consent? | Students should already know <ul style="list-style-type: none"> that everyone has mental health about daily wellbeing what wellbeing is. how to manage emotions. | Students should already know <ul style="list-style-type: none"> what is a CV and how is it written? what is success? what are the challenges and rewards of working? what is a green career? what is a sustainable degree? | Students should already know <ul style="list-style-type: none"> what is consent? about toxic friendships | Students should already know <ul style="list-style-type: none"> about the risks associated with having too much caffeine about the strategies to reduce caffeine intake about the physical, emotional and social risks associated with tobacco and e-cigarette use about the strategies for managing peer influences in situations involving tobacco and e-cigarette about the short and long term effects of alcohol misuse about the strategies to manage influence on alcohol use | Students should already know <ul style="list-style-type: none"> about the different types of financial risk about the different types of financial rewards what is a budget? why is a budget useful? about the different ways to protect yourself financially? about the different types of gambling about the risks associated with gambling |
| Golden Knowledge | <p>Lesson 1 CCE - What is county lines? How do gangs recruit new members?</p> <p>Lesson 2 What are the signs that someone might be involved in criminal exploitation?</p> <p>Lesson 3 CSE - What is sexual exploitation?</p> <p>Lesson 4 What is the grooming line? What are the signs that someone might be involved in sexual exploitation?</p> | <p>Lesson 1 What language should you avoid when talking about mental health?</p> <p>Lesson 2 What can you do to promote emotional wellbeing?</p> <p>Lesson 3 What are unhealthy coping strategies? What are healthy coping strategies?</p> <p>Lesson 4 What is digital resilience? Where can you go to for help?</p> | <p>Lesson 1 What options are available to you after you leave school?</p> <p>Lesson 2 What factors are important when making decisions about what subjects to choose at GCSE?</p> <p>Lesson 3 What is a career journey? What is LMI?</p> | <p>Lesson 1 What are the characteristics of a healthy relationship? What are the characteristics of an unhealthy relationship?</p> <p>Lesson 2 What strategies can you use for managing conflict within a relationship?</p> <p>Lesson 3 What are the exit strategies for leaving an unhealthy relationship? What are the barriers that prevent people from seeking help?</p> | <p>Lesson 1 What does the law say?</p> <p>Lesson 2 What are the risks of alcohol use? What are the risks of cannabis use?</p> <p>Lesson 3 What is the effect on the body and the mind of drinking alcohol? What is the effect on the body and mind of cannabis use?</p> <p>Lesson 4 How can you manage peer influence?</p> | <p>Lesson 1 What borrowing products are available?</p> <p>Lesson 2 What are the consequences of getting into debt?</p> <p>Lesson 3 What scams can people fall victim to? How to recognise scams.</p> |
| Transferrable Knowledge | <p>The ability to recognise the signs of something not feeling right.</p> <p>The ability to recognise the difference between healthy and unhealthy relationships.</p> <p>The ability to recognise the signs of being groomed.</p> <p>The ability to apply an understanding of the British Value - Rule of Law (what does the law say about child exploitation)</p> <p>Resisting peer pressure and make their own choices.</p> <p>Understanding the British value - individual liberty (that they have the right to make their own choices)</p> <p>Understanding the British Value - Rule of Law (what does the law say about carrying a knife)</p> | <p>Understanding when to report a safeguarding incident.</p> <p>Understanding where to seek support.</p> <p>The ability to recognise the signs of mental health problems.</p> <p>Having the ability to challenge stigmas and stereotypes.</p> | <p>IT skills</p> <p>Decision making skills</p> <p>Realistic and achievable goal setting</p> <p>Communication skills, organisational skills, etc.</p> <p>The ability to use Microsoft office/gain a reasonable amount of digital literacy.</p> <p>The ability to apply an understanding of the British Value – Individual liberty (understanding that they have the right to make their own choices with regards to their futures).</p> <p>The ability to improve their self-confidence and communication skills.</p> <p>The ability to set realistic and achievable targets which will help</p> | <p>To know where to get advice and help.</p> <p>The ability to recognise when relationships are unhealthy.</p> <p>The ability to recognise sexual harassment and to be clear on how to report this.</p> <p>How consent can be communicated and recognised and how sexual pressure can be managed and choices to delay intimacy.</p> <p>The ability to recognise the characteristics of healthy relationships.</p> | <p>The ability to make informed choices (when it comes to weighing up the risks of deciding to do something or deciding not to).</p> <p>The ability to resist peer pressure and peer influence.</p> | <p>The ability to make informed choices (when it comes to spending and saving).</p> <p>The knowledge to be able to manage your money (being able to budget).</p> <p>The ability to recognise some thing that is misleading or not true (eg a scam)</p> <p>The ability to weigh up the pros and cons of borrowing large sums of money (eg a car or a house)</p> |

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| | The ability to weigh up the pros and cons of choosing to something or not (in terms of joining a gang). | | to develop self-discipline and self-motivation. | | | |
| Key Vocabulary pupils will know and learn | Grooming, county lines, vulnerable, exploitation, recruit, gangs, child criminal exploitation, child sexual exploitation. | Healthy, unhealthy, assertive, aggressive, communication, conflict, abuse, coping strategies. | Aspiration, skills, qualities, careers, employment, goals, decision making, career journey, Labour market information. | Healthy, unhealthy, assertive, aggressive, communication, conflict, abuse. | Alcohol, cannabis, risk, peer influence. | Credit, debit, loans, mortgage, scams, phishing, security, fraud, borrowing, debt. |
| Why are students learning this now at this point in the curriculum? | This topic is being taught now as we know that within our local context the Elders within the gangs are as young as 17, and the soldiers and youngers being in KS3 and KS4. It is important that we are sharing this information with students now so that they can keep themselves safe. It is important because they are being equipped with the necessary tool kit to identify when they may be being targeted for exploitation and the signs they should be looking for including vital information on where to turn if they are targeted. It is also important as it enables them to look for signs amongst their peers as well as themselves. | This topic is being taught now just before they begin their GCSE's and the pressure on them increases. It is good so students can process how they are feeling in terms of their mental health. It is also important to break down the stigma that surrounds mental health and for students to know that it is okay to talk about how they are feeling. It also helps them to understand the importance of looking after both their own and their peers mental health. It provides students with information on how to help themselves in a time of low mood and also where they can turn if they are struggling. | This topic is being taught now as it will support students to choose their GCSE options as well as informing them where their chosen GCSE'S may lead in terms of career pathways. It is very important that students understand the link between topics chosen at GCSE and requirements for further education and the workplace. | This topic is being taught now so that students can engage in healthy relationships and know how to manage any conflict that may arise in an intimate relationship. It is also important so that students are able to develop strategies to resist peer pressure and make their own choices. It is important that students know the risks and consequences associated with various actions so that they can make informed decisions about whether to do something or not. | This topic is really important so students can keep themselves safe and as they are at an age where some of them will be attending parties and being influences to use various legal and illegal drugs it is important that they are away of the risks and the influences they may face. | This topic is really important for students managing their money later in life and understanding key terms when it comes to looking after their money. It is important that students understand if they have credit or if they are in debt and how various bank accounts function. It is also really important that students understand the importance of paying off credit card bills and loans so that they don't end up in lots of debt. It is also very important for students to recognise false information/scams so that they don't get ripped off. This topic is extremely important in providing students with the ability to make informed decisions around managing their money as they enter adulthood. |
| Safeguarding signposts | Looking out for students that have very strong attitude opinions that they think are normal. Looking out for intelligence being shared in class discussions. Share any concerns on CPOMS. | Raise any concerns about their mental health or family members mental health. A referral can be made for wellbeing support. CPOMS and inform the head of year about any concerns raised. | Students may not have experience of a parent or relative working in the home. So looking out for students that lack ambition and aspirations regarding their futures. Students may not value work. Students may see parents who are working long hours and do not have a work life balance or relatives who are unhappy in work. | Looking out for students who have experienced this themselves (in a relationship they have with someone else) or they have witnessed this is a relationship they are familiar with (potentially one within the family home). Looking out for students where the content of the lessons trigger historical experiences of something they may have witnessed in the past. Log any concerns on CPOMS. | Looking out for students that raise worries for themselves, peers or family members about excessive alcohol and/or cannabis use. | Looking out for students that express concerns regarding financial troubles at home. Log any concerns on CPOMS to support the families with the correct services. |
| Links to Statutory Guidance | SMSC, RSE | SMSC, RSE | Gatsby benchmark | RSE | SMSC, Physical health | Economic wellbeing |
| Assessment and QA activities | Green pen self/peer marking Red pen live marking | Green pen self/peer marking Red pen live marking 10 mark HT1 assessment | Green pen self/peer marking Red pen live marking | Green pen self/peer marking Red pen live marking 10 mark HT2 assessment | Green pen self/peer marking Red pen live marking | Green pen self/peer marking Red pen live marking 10 mark HT3 assessment |
| Complementary activities (eg assemblies, drop down days) | Safeguarding update in assembly by DSL – exploitation (HT3) PRISON ME NO WAY (drop down day for all Year 9 students) April 2024 Choices workshop Prison workshop Knife Crime workshop Anti-social behaviour workshop | Safeguarding update in assembly by DSL – mental health and wellbeing (HT2) Y8/9 Anna Freud research project – all students and staff to do a mental health survey. Schools will then be selected from this to take part in the project. | All years careers fair HT4 Careers Panel in HT3 and Networking Event in HT1 Year 9 Options Evening | Safeguarding update in assembly by DSL – general overview of safeguarding concerns – what is abuse? (HT1) Y9/10 – KRASAC – Kirklees and Calderdale rape and sexual abuse – whole classes to cover consent, sexual violence, rape prevention | PRISON ME NO WAY (drop down day for all Year 9 students) April 2024 Choices workshop Prison workshop Knife Crime workshop Anti-social behaviour workshop Child exploitation workshop One punch workshop Life sentence workshop | |

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| | Child exploitation workshop One punch workshop Life sentence workshop County Lines workshop | | | and active bystanders. Separate group for SEN students. | County Lines workshop | |
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