

Year 9 Lifeskills Programme – 2022/23

<p>Risk The Year 9 Lifeskills programme will be taught 6(topic one)/5 (topic two) week cycles. Each class will have 6/5 lessons with each teacher in their rotation.</p> <p>Group 1 (Weds 1 P2 & Fri 2 P6)) will be taught on rotation by:</p> <ul style="list-style-type: none"> • CXP • SVD • JKA <p>Group 2 (Tues 2 P2 & Fri 2 P6) will be taught on rotation by:</p> <ul style="list-style-type: none"> • JP • SCE • ACN 	<ul style="list-style-type: none"> • The learning objectives for your topic are listed so you can utilise any additional materials you may have. Please add any useful materials you find to the relevant file for future use. • If you change any of the PP Slides please save them with your initials after so it is clear where the original is

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Staff	Topic 1 (6 lessons per rotation)	Learning Objectives
ACN/JKA	Risk and Safety <ul style="list-style-type: none"> • Teenage Brain • Peer pressure • Rights and Responsibilities online • When things go wrong online • Gangs and Knife Crime • What is bullying and how can I stop it? 	<ul style="list-style-type: none"> • know what positive and negative risks are • know what is meant by 'heart' and 'head' responses to risk • evaluate your own personal responses to risk and risk-taking • be able to explain how and why people perceive risks differently. • be able to explain how online activity leaves 'online footprints' • be able to explain the importance of being responsible online • evaluate your own online behaviour • understand how irresponsible online behaviour could affect future prospects. • be able to describe what cyberbullying is and how it affects people • be able to describe what trolling is and how it affects people • understand how and why hacking occurs and know how to protect yourself online • know how to address and report online concerns. • be able to explain the reasons why people join gangs • be able to explain the reasons why people carry knives • be able to explain the potential consequences of being part of a gang or carrying a knife • know where to seek advice and support if wanting to leave a gang. • Dealing with peer pressure • Dealing with bullying
SVD/ JP	Diversity, Prejudice & Discrimination <ul style="list-style-type: none"> • Values/conflicting values • Disability • Immigration and diversity • LGBTQIA+ and identity • Gender and Transgender • EDI at Wycliffe 	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination • Contribute to the EDI plan at school at the end of this unit

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SCE/CXP 2 x Nurse sessions	SRE & relationships <ul style="list-style-type: none"> Nurse – Condoms Nurse – Other contraception – STIs Consent Consent issues Pornography Healthy and Unhealthy relationships 	<ul style="list-style-type: none"> about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering about positive and negative traits in all relationships about expectations within a romantic/ intimate relationship and how to handle tricky conversations relating to this about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex about the continuous right to withdraw consent and capacity to consent about myths and misconceptions relating to consent about safer sex, STIs, effective use of condoms about the consequences of unprotected sex, including pregnancy how the portrayal of relationships in the media and pornography might affect expectations how to assess and manage risks of creating, sending, sharing or passing on sexual images
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Staff	Topic 2 (5 lessons per rotation)	Learning Objectives
SVD/ JP	Global Citizens & sustainability <ul style="list-style-type: none"> Charity focus – Unicef Aid from wealthy countries Human rights abuses Sustainability Human trafficking and Refugees 	<ul style="list-style-type: none"> about conflict and its causes in different contexts, e.g. with family and friends Human rights and Human Rights abuses What is human trafficking Why are people refugees? The role of Charities/NGOs What is sustainability and how can we live a more sustainable life?
ACN /JKA	Finance <ul style="list-style-type: none"> Avoiding debt Bank Accounts, credit cards and loans Frauds and Scams Spending money as a consumer Virtual Banking https://natwest.mymoneysense.com/virtual-bank/	<ul style="list-style-type: none"> how to make safe financial choices about ethical and unethical business practices and consumerism about saving, spending and budgeting how to manage risk-taking behaviour How to avoid debt Financial institutions Frauds and scams
CXP/SCE	Emotional well being	<ul style="list-style-type: none"> Comparison of physical/emotional health

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	<ul style="list-style-type: none">• What impacts emotional well being• Loss and bereavement• Recognising signs of poor mental health• Ways to look after emotional well being• Love and friendship	<ul style="list-style-type: none">• Ups and downs• Things that affect our well being• Self harm• understand what 'loss' and 'bereavement' mean• know about ways that people may cope with loss and bereavement.• be able to share a range of strategies for boosting emotional resilience.
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