

<i>Autumn 01 8 lessons (weeks 1-8)</i>	<i>Autumn 02 7 lessons (weeks 9-15)</i>
<p>Subject Content <u>Health and Wellbeing: Emotional Health in a Digital World</u></p> <p>Knowledge and Skills This unit develops the work students have engaged with throughout Year 7 and 8, with a specific focus on digital resilience.</p> <p>The unit explores a range of topics which can affect mental and emotional health, which permeate from the digital world and their implications on emotional health and self-esteem. The unit aims to stimulate discussion and critical thinking– are the offline and online worlds connected or separate?</p> <p>The unit asks students to explore several key ethical and moral dilemmas that society has yet to answer about the rise of digital technologies.</p> <p>Students explore key issues as privacy; cyberbullying cyber stalking; ‘Fear of Missing Out’ and the impact of social media. The unit aims to equip students with an appreciation for the impact, both positive and negative, the digital world can have on emotional health and seeks to equip them with greater levels of resilience to the challenges they and others may face in their use of technology.</p> <p>Reading through the curriculum: Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>	<p>Subject Content <u>Religious Education: Sikhism</u></p> <p>Knowledge and Skills An exploration into the cultural and religious practices of Sikhism – from origins to key teachings to responses to modern problems. Religious Education is taught each year through a half term in Fantastic Futures. Religious Education is vital to the personal development of students and to creating and maintaining community cohesion, by promoting mutual respect and tolerance in a diverse society. During the delivery of the unit, all students will have an opportunity to visit a local Gurdwara as part of the Fantastic Futures curriculum offer. This unit aims to:</p> <ul style="list-style-type: none"> • Stimulate students’ awareness and understanding of religion, in particular Sikhism • Provide an opportunity for students develop an awareness of Sikhism; to explore its origins and key beliefs and the religious practices of those who follow Sikhism • Improve the RE literacy of students and their knowledge of technical vocabulary such as atheism and monotheism • Explore cultural and religious difference and similarity, promoting mutual respect and tolerance (British Values) by providing students with the opportunity to make comparisons between their own beliefs, traditions and cultural practices and those of others • Provide a space for the cultural and spiritual awareness of students to develop <p>Reading through the curriculum: Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>
<p>Assessment Objectives</p> <ul style="list-style-type: none"> • To reflect on the value and purpose of social media and digital technology • To consider healthy and unhealthy relationships, offline and online • To understand the reasons why social media plays a significant role in the lives of many young people • To evaluate the positive and negative impact social media can have on self-esteem and emotional wellbeing • To develop an understanding of cyberbullying and cyberstalking • To recognise what might characterise a healthy and unhealthy digital presence • To understand the law around sexting • To develop an understanding of digital citizenship • To understand what is meant by FOMO and how it can affect the emotional well-being of young people 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> • Students will be able to articulate key facts about Sikhism • Explain key Sikh beliefs about the world, life and the afterlife. • Recognise the key practices and traditions of those who follow the Sikh faith • Compare their own theological beliefs with those of the Sikh faith
End of Unit Assessment: Fantastic Futures Know-It quiz	End of Unit Assessment: Fantastic Futures Know-It quiz

Fantastic Futures Big Picture Year 9



<i>Spring 01 6 Lessons (weeks 16-22)</i>	<i>Spring 02 6 Lessons (weeks 23-27)</i>
<p>Subject Content <u>RSE: Risks - Keeping Safe</u></p> <p>Knowledge and Skills This unit focuses on the range of age-appropriate risks that exist in modern society and explores how students can minimise their exposure to them, and risk of danger. The unit addresses a broad range of harms, from gang activity to radicalisation, around the theme of keeping safe.</p> <p>The unit aims to develop student’s knowledge and understanding of crime and criminal risks that exist and the personal and community implications of this.</p> <p>The unit equips students with specific guidance and knowledge of where to seek help for both themselves and others.</p> <p>Reading through the curriculum: Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>	<p>Subject Content <u>Citizenship and BV: Me and Others</u></p> <p>Knowledge and Skills Me and Others seeks to provide students with a deeper understanding of diversity and difference and asks students to explore how their choices affect others. The unit focuses on the idea of individual and collective responsibility with regards to discrimination; hate crime and extremism linked to protected characteristics.</p> <p>The unit explores identity, LGBTphobic language, racism, stereotyping and peer pressure, including hate speech.</p> <p>Within this unit students are asked to consider the impact a range of different types of prejudice, discriminatory language and the impact of more extreme types of hate crime.</p> <p>Reading through the curriculum: Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets) and poetry. The texts link to the theme and reflect the diversity of the UK and wider world.</p>
<p>Assessment Objectives</p> <ul style="list-style-type: none"> • To understand what forced marriages are • To develop an understanding of what grooming is • To be able to recognise the signs of grooming • To develop an awareness of the different motivations behind grooming • To understand where to seek help in relation to grooming • To develop an understanding of what is meant by ‘a gang’ and organised crime • To understand the impact crime has on communities within the UK • To develop an awareness of what hate crime and hate speech are • To develop an understanding of what radicalisation is 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> • To develop an awareness of who I am and what identity is • To understand the demographics of the UK and diversity in Britain • To develop a deeper understanding of LGBT identities • To be able to recognise different forms of discrimination • To understand the impact of LGBTphobic bullying • To understand the impact of hate crimes and hate speech • To develop an awareness of what US VS Them is and the extreme consequences of hate speech and division
End of Unit Assessment: Fantastic Futures Know-It quiz	End of Unit Assessment: Fantastic Futures Know-It quiz

Fantastic Futures Big Picture Year 9



<i>Summer 01</i> <i>7 Lessons (weeks 28-33)</i>	<i>Summer 02</i> <i>6 Lessons (weeks 34-40)</i>
<p>Subject Content <u>Careers: What's Out There?</u></p> <p>Knowledge and Skills This unit explores the vast range of post-16 options available to students and prompts students to reflect on and explore, their own skills and attributes in context of the criteria for entry into different progression routes.</p> <p>The unit develops student's awareness of different careers, job sectors and post-16 options – from exploring the ways in which public sector and private sector companies recruit and advertise jobs to comparing different pathways, students should develop a deeper understanding of the routes open to them, the criteria for entry and the methods of application</p> <p>Reading through the curriculum: Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets), poetry and use comprehension. Within each unit there are planned opportunities for reading aloud to be modelled to students and comprehension.</p>	<p>Subject Content <u>RSE: Risks: My Body</u></p> <p>Knowledge and Skills This risks unit addresses the impact that a range of lifestyles can have on health, aspirations and social relationships.</p> <p>The unit explores the impact of a sedentary lifestyle, poor diet, smoking and drug taking (Cannabis) can have on health, both short-term and long term. Students explore the range of reasons for such circumstances, the risk factors, and the broad consequences of poor lifestyles or lifestyle choices.</p> <p>Reading through the curriculum: Students study a range of texts across lessons, including scenarios and case studies, newspaper articles (including from broadsheets), poetry and use comprehension. Within each unit there are planned opportunities for reading aloud to be modelled to students and comprehension.</p>
<p>Assessment Objectives</p> <ul style="list-style-type: none"> • To develop a deeper understanding of different job sectors • To develop an understanding of how and why companies market job roles • To recognise the range of post-16 pathways available and their entry criteria • To be able to compare different pathways, job and career choices • To consider methods of self-marketing • To demonstrate the ability to fill in a job application 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> • To develop an understanding of what it means to be healthy • To understand the impact of a poor diet • To develop an understanding of the consequences of a sedentary lifestyle • To develop an awareness of why people, smoke and the impact of smoking on health and wellbeing • To recognise the personal impact alcohol can have • To recognise the impact alcohol addiction or excessive use can have on others • To recognise the personal impact drug taking (cannabis) can have • To recognise the impact cannabis use can have on others
End of Unit Assessment: Fantastic Futures Know-It quiz	End of Unit Assessment: Fantastic Futures Know-It quiz